

PSYCHOLOGY

Psychologists seek to understand the mind and behavior through systematic and empirical methods. At Lawrence, all major branches of the diverse field of psychology are represented: clinical, cognitive, developmental, health, personality, physiological and social.

As a student-psychologist, you will investigate all aspects of the field, develop a solid base of knowledge, concentrate in a particular area, fashion your own theories, conduct your own empirical research, and, if you like, gain valuable experience in a clinical setting. You will work closely with an active and dynamic faculty who will provide you with more research and clinical opportunities than you are likely to find available at large universities where faculty do research primarily with graduate students – or at most other small colleges.

The psychology curriculum is well-balanced to represent the breadth of the core areas of psychology - neuroscience, cognitive, developmental, health, personality, social, and clinical psychology – and provide opportunity for the in-depth study of specific topics such as pharmacology, music, language, emotion, psychopathology, adolescent development, and prejudice. Research, through which psychological theories are developed and tested, is emphasized throughout the curriculum.

CURRICULUM –

The Psychology Major

Four courses—*Principles of Psychology*, *Research Methods I and II*, and 2 upper level seminar courses—are specifically required for the psychology major. For your remaining psychology courses, you will have some degree of choice from such traditional courses as Psychopathology; Cognitive, Health, Developmental, and Social Psychology; and even more choice as you progress to small, specialized seminars such as Mood Disorders, Prejudice, Psychopharmacology, Social Development, Emotion and Health, and Psycholinguistics.

During your freshman and sophomore years, you take introductory coursework. Typically, our required *Research Methods* course is taken sophomore year. For the remaining two years, you are able to explore areas and topics that interest you in greater depth through upper-level seminar courses, practica, tutorials, and independent studies.

Before you graduate, you will have a chance to work one-on-one with a faculty member either on a project of your own design or assisting in an ongoing research project. Many

students have co-authored papers with members of the faculty and have seen them published in professional journals. Among those published recently are:

Sadie Larson, Heather Branstiter, & Cathryn Johnson with Professor Glick, “Evaluations of Sexy Women in Low & High Status Jobs.”

Ewa Bednarek with Professor Hetzler, “Effects of ethanol on flash-evoked potentials of rats: Lack of antagonism by naltrexone.”

Colleen Conley & Lori Hilt with Professors Haines and Metalsky, “The Children’s Attributional Style Interview: Developmental Tests of Cognitive Diathesis-Stress Theories of Depression.”

Gerald Haefel with Professor Metalsky, “Cognitive vulnerability to depression and lifetime history of Axis I psychopathology: A comparison of negative cognitive styles (CSQ) and dysfunctional attitudes (DAS).”

Robin Wells with Professor Glick, “Bad but bold: Ambivalent attitudes toward men predict gender inequality in 16 nations.”

Traci Suiter with Professor Gottfried, “Effect of Linguistic Experience on the Identification of Mandarin Chinese Vowels and Tones”

Students also have the opportunity to do independent research that often results in honors at graduation. Recent students who have received *cum laude*, *magna cum laude*, or *summa cum laude* honors include:

Daniel Hurley , ’02, and Rob Westerholm, ’02, “Diathesis Stress Models of Depression and the Transition to Kindergarten.”

Rebecca Stratmoen-Smith, ’02 & Anna Quick Loney, ’02, “The Male Hypocrisy Effect: Sex and Perspective Differences in Defining Infidelity.”

Jessica Steward, ’02, & Erica White, ’03, “The Rejection of Depressed Individuals: A Result of Frustration Induced in Others?”

Rachel Feller ’04, “Subtle Rebellion: Symbols of Resistance on WWII Camp Money.”

Janie Ondracek, ’04, “the effect of baclofen, a GABA-B receptor agonist, on the visual system, body temperature, and behavior: ‘flash evoked potentials recorded from the visual cortex and superior colliculus of hooded ants.’”

Leah Sinn, ’05, “The Relationship between Religiosity and the Quality of Life in Older Adults.”

Adam Miner, ’05, “Parents’ Attributional Style for Self and the Child in Relationship to Children’s Attributional Style.”

Natalie Gordon, ’06, and Anna Kiel, ’06, “A Comparison of Parent & Child Attributions.”

Grace Ouyang, ’06, “Effect of musical experience and training on learning Mandarin Chinese tones.”

Margaret Leverage, ’06. “Effects of distress-focused versus distracting humor on well-being when distressed.”

The Psychology Minor

If your interests in psychology are to complement another focus or are linked to a specific topic, you might choose to pursue a minor in psychology rather than a major. Like a major, you take *Principles of Psychology*. You then choose the five courses to complete the minor, one of which must be a lab course.

STUDENT ORGANIZATIONS

Lawrence’s psychology majors are a bright, active, and committed group. In recent years, they have created two strong student organizations that are advised and supported by the department’s faculty. Psi Chi is a chapter of a national honor society for psychology. Students qualify for induction by meeting stringent GPA and course requirements.

The Psychology Student Association has a larger membership and is open to any student with an interest in psychology. These groups are complementary and jointly sponsor a variety of events and activities, such as talks on careers in psychology or recent advances in research. They also offer tutoring services for students in psychology classes and participate in important departmental decisions such as curricular reform and the hiring of faculty.

FACILITIES

The Lawrence psychology department offers impressive facilities for research in animal learning, child development, speech

perception and acoustical analysis, personality, neuroscience, psychopathology, clinical psychology, and social interaction. Grants obtained from the National Science Foundation have funded a computer network used for classroom work and student research, as well as a sound spectrograph for acoustical analysis. Students also are trained to use a structured diagnostic interview before trying their hand at real interviews in clinical settings. Briggs Hall, opened in 1997, is home to the psychology department, as well as the other social sciences, mathematics, and computer science departments. Ample laboratory space is available to support the wide range of student- and faculty-designed experiments. The developmental psychology laboratory has an observation room for conducting research with children and families. The clinical psychology laboratory can accommodate individual and group therapy sessions as well as clinical interviewing sessions for both teaching and clinical training purposes. The psychoacoustic laboratory is equipped with a sound chamber and an acoustical analysis capability that will support research in speech perception. All of the laboratories have adjacent control rooms, many of which have one-way mirrors that allow students to observe experiments and therapy sessions and faculty members to monitor research activity. Complementing these facilities for human research are extensive animal learning and neuroscience laboratories, including operant conditioning and electrophysiological testing rooms.

APPLIED OPPORTUNITIES IN PSYCHOLOGY

There are a variety of opportunities to do applied work in psychology including, but not limited to, a clinical field experience course, a peer education course and subsequent practica, and a practicum working with children learning English as a second language. If you are interested in the mental health field, the clinical field experience course gives you the opportunity to gain valuable firsthand experience in treatment settings ranging from group homes and crisis centers (such as a domestic abuse shelter) to large mental health centers. You devote ten hours per week observing, practicing entry-level skills, and receiving close supervision on site and in the classroom by a clinical psychologist. In the peer education course and practicum, you focus on the development of the campus community by providing experiential learning regarding local norms and

values, and by teaching prevention/response strategies related to specific issues including diversity, body image, alcohol, stress management, and sexual assault.

INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs can supplement your major. Those of particular interest to psychology students include neuroscience (how the chemistry, biology and pharmacology of the brain are related to psychological functioning and behavior); cognitive science (the nature and representation of knowledge, artificial intelligence, and the relation of mind to brain), linguistics (the nature of language), and gender studies (how gender identity and gender roles affect who we are and how we act).

AFTER LAWRENCE

Lawrence psychology graduates are known for a depth and breadth of education and experience that make them attractive to graduate schools, professional schools, and employers. Many of our graduates pursue graduate studies at various locations including: University of Chicago, DePaul University, Hofstra University, University of Illinois, University of Indiana, Loyola College, University of Minnesota, Ohio State, Pennsylvania State University, Southern Methodist University, SUNY-Stony Brook, Temple University, Washington State University, University of Wisconsin-Madison, and Yale University, among others.

Many graduates are working in a variety of fields:

Robert Reff, '99, Daniel Hurley, '02, and Megan Olson, '02, are Ph. D.

students in clinical psychology at Washington State University

Jessica Steward, '02, was awarded a "child welfare grant" that supports her as a Masters student in a social work program

Margaret Thomas, '02, is a PhD student in social psychology at Pennsylvania State University

Kelly Fowler, '02, is a music therapist

Emily Sportsman, '04, is a graduate student in school psychology

Meadow Brennan, '04 is in a graduate program in intercultural affairs

Christine Ziemer, '04, is in a doctoral program in experimental psychology development

Jessica Whitehead, '05, is in a doctoral program in social psychology at Univ. of Arizona

Amy Gammon, '05, is a student in clinical psychology at the Florida Institute of Technology.

FACULTY

Matthew Ansfield, associate professor of psychology University of Wisconsin-Madison, B.S.; University of Virginia, Ph.D. Interests: social psychology, emotion and emotional self-regulation, health psychology, humor. deception & deception detection

Kathleen F. Fuchs, adjunct associate professor, director of Lawrence Counseling Services Barat College, B.A.; Saint Louis University, M.S., Ph.D.

Interests: college student development, anxiety disorders, cognitive psychotherapy

Peter Glick, professor Oberlin College, A.B.; University of Minnesota, Ph.D.

Interests: stereotyping, discrimination, prejudice, ambivalent sexism

Terry Gottfried, professor University of Minnesota, B.A., Ph.D.

Interests: perception of speech and singing, cognition and perception, bilingualism, psychology of music

Beth A. Haines, associate professor University of Wisconsin-Milwaukee, B.S.; University of Wisconsin-Madison, M.S., Ph.D.

Interests: achievement, attributional style, cognitive and social development, gender

Bruce E. Hetzler, professor DePauw University, B.A.; Northwestern University, M.A., Ph.D.

Interests: neuropharmacology, effects of alcohol on the brain, computer analysis of brain waves

Jerri Kahl, adjunct lecturer in psychology, associate director of Lawrence Counseling Services University of Kansas, B.A.; University of Wisconsin-Oshkosh, M.S.E.

Interests: peer education, crisis intervention, victim advocacy

Gerald I. Metalsky, associate professor University of California-Berkeley, B.A.; State University of New York, Stony Brook, M.A.; University of Wisconsin-Madison, Ph.D.

Interests: origins of psychopathology, cognition and emotion, psychodiagnostics, psychotherapy, community learning

Joshua Hart, fellow Skidmore College, B.A.; University of California-Davis, M.A., Ph.D.

Interests: attachment theory, self-esteem, worldviews, defensiveness

DEPT. SITE:

www.lawrence.edu/dept/psychology