



Bachelor of Arts In Applied Psychology Student Handbook



Penn State Berks Campus

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Acknowledgments

- Dr. Henry Patterson & Professor William Frankhauser, Co-founders of the Applied Psychology Degree at Penn State University, Berks Campus in 2000
- The APA Education Directorate
- The APA Division II, Teaching of Psychology
- Colleagues from Fitchburg State College, MA
- Kristen Neighbors
- All PSU Berks Applied Psychology Faculty, Staff, and Administration
- PSU Berks Applied Psychology Advisory Council Members

Introduction

Welcome to the B.A Applied Psychology program at Penn State Berks Campus. This handbook was designed to assist you your academic planning. This handbook is specific to students in the B.A Applied Psychology program. It is your responsibility to familiarize yourself with this handbook and to adhere to all the polices contained within.

The B.A. in Applied Psychology offered by Penn State Berks meets the needs of the majority of psychology students, providing them with a bachelor's degree with a major in Applied Psychology in the liberal arts tradition. The emphasis of this degree program will be on preparing students for direct employment in settings related to psychology. The program will also provide preparation for graduate study in psychology as well as other areas including business, human/social services, and law.

The B.A. in Applied Psychology is a unique program of study, featuring non-traditional learning and intensive internship experiences. Graduates of this program can be expected to gain employment in a variety of fields related to the social and behavioral sciences or business.

Program History and Overview

The applied psychology program was developed by Henry Patterson and Willis Frankhauser at Penn State Berks in 2000.

How the Applied Psychology Degree Is Distinctive and Innovative

- a). The program is designed for students who may not immediately plan to become psychologist, as well as for those who wish to attend related graduate programs.

Although not always clearly stated by psychology departments, most psychology degrees are designed primarily to prepare students for graduate school in psychology or related areas. Psychology is commonly considered a pre-professional major, i.e., to be considered a psychologist, one must have a master's degree or a doctorate. Despite the fact that only a relatively small percent of psychology majors nationwide pursue graduate training and become psychologist or researchers, the curricular focus of traditional psychology programs is heavily oriented toward training students tin research skills and theory necessary to gain admission to succeed in graduate programs.

The proposed Applied Psychology degree recognizes that majority of students interested in psychology as a major want to learn about psychology and develop skills that will allow them to

succeed in careers working with people in social services agencies, educational institutions or business immediately after graduating. The primary goal of this program is to address the needs of these students and the employers who want employees with a strong liberal arts education and skills in working effectively with people. However, the design of the curriculum for the degree is such that students who wish to continue their study into graduate or professional school in an applied area of psychology (e.g., the Applied Psychology Master's Program at Penn State Harrisburg) are equally prepared to pursue that option.

b). Students learn and apply skills during four semesters of structured internship experiences

Students will complete 12 credits of supervised, structured internship experience during their junior and senior years (Psych 495 A,B,C,D) in locations approved by a faculty advisor. Possible internship locations in the B-LV service area are listed in this handbook. The internship courses will involve some classroom time in which students will discuss ethics, share learning experiences, and review skill development and proficiency.

The goals of the structured internship program include:

- 1). Giving students skill training opportunities in a human service or business organization;
- 2). Promoting transfer of knowledge from the college classroom to work settings; and
- 3). Facilitating the transition from college to employment by providing students with first-hand information about potential job and employment opportunities in agencies, organizations and companies, and helping students build their resumes in preparation for their job search.
- 4). Allowing students to obtain clinical and, if they choose, research experience to significantly augment their ability to obtain entry to graduate school

c). The program is built around skill development, as well as theory.

Students in the Applied Psychology program will develop all the basic written and verbal communication, computation, and critical thinking skills associated with a quality liberal arts education. In addition to these skills and broad disciplinary content knowledge, the major requires that student's develop proficiency in basic skill areas including:

- 1). Research methodology and analysis, assessment, and statistics, e.g., evaluating and assessing individual and group behavior (including the application of appropriate statistical and psychometric techniques), conducting structured interviews, designing surveys and questionnaires, evaluating individual, program and organizational performance and dysfunction;
- 2). Interpersonal communication, e.g., active listening, mirroring, giving feedback, group/meeting facilitation, analysis of group communication patterns;
- 3). Interpersonal and personal effectiveness, e.g., problem solving, stress management, negotiation, group facilitation, coaching, mediation, change facilitation;
- 4). Ethical behavior and professionalism, e.g., confidentiality, informed consent, sexual harassment.

d). The community advisory board is shaping and monitoring program.

Similar to other degree programs at Penn State Berks, a volunteer advisory board consisting of psychologist, mental health professionals, social service agency professionals and executives, and business executives will be assembled to help develop the degree program, guide its implementation, and assure its relevance to workplace needs. Some advisory board members might also be asked to participate in the program in other ways such as by conducting skill development seminars, making class presentation, mentoring, supervising internships, and evaluating portfolios.

e). The faculty models applied psychology skills in the classroom, in program administration, and

in research activity.

Faculty in social sciences and education are often criticized for not “practicing what they preach.” Because the subject matter of the field of applied psychology includes the very same knowledge and skills necessary to offer this degree, faculty have a unique opportunity to teach by example. The faculty responsible for this program will strive to continuously model the principles and skills being taught in areas such as the following:

- 1). The design and execution of classroom strategies and activates, e.g., using active and collaborative learning strategies and well-deigned assessment and feedback strategies;
- 2). Program administration, e.g., involving students in department meetings, policy-making and hiring decisions, and conducting ongoing research on all phases of the program itself—especially the success of the program (student outcomes_--and basing decisions on the results of this research;
- 3). Faculty and student research, e.g., will be the standard in the department, and students will be encouraged to participate in faculty research projects and engage in their own projects which might involve Division, College, University or community issues or problems.

Graduates from the B.A. in Applied Psychology can expect to gain employment in a variety of fields related to the social and behavioral sciences or business. In addition, this degree provides preparation for graduate study in psychology as well as other areas including business, human/social services, and law.

Students can select courses choose from different tracks within the major, preparing students for a variety of careers:

- **Business/Human Resources/Training and Organizational Development Track** - emphasizes skills and knowledge related to the business sector. Graduates would be qualified for entry-level careers in human resources, corporate training, management, and marketing.
- **Health/Wellness/Behavioral Medicine Track** - emphasizes skills and knowledge promoting physical and psychological well-being. Graduates would be qualified for entry-level careers in health agencies and facilities as well as corporate wellness and fitness programs.
- **Community Mental Health/Drug and Alcohol Rehabilitation Track** - emphasizes skills and knowledge that would prepare graduates for entry-level careers in government and private social service agencies as assistant case managers, assistant therapists, and assistant counselors.

This degree is designed to provide a high-quality, relevant, integrated, skills-based program of instruction in the basic theory, methodology, and application of the discipline of psychology. Non-traditional learning and intensive internship experiences make the program unique. All four years of the program can be completed at PSU Berks.

Students admitted to the B.A. in Applied Psychology must have earned a minimum of 60 credit hours from Penn State or other colleges and universities. First year students or advanced-standing students with less than 60 credits can matriculate as Penn State Berks common year students until the credit minimum is attained. Advanced-standing students from other accredited colleges or universities will be admitted only with specified grade-point averages established annually in accordance with university policy.

Psychologist's Oath

As I embark on a career as a psychologist, I vow to respect the dignity and worth of the individual and honor the preservation and protection of fundamental human rights. I will be committed to increasing knowledge of themselves and others and to utilize such knowledge for the promotion of human welfare. While I pursue these endeavors, I will make every effort to protect the welfare of those who seek my services or of any human being or animal that may be the object of my study. I will use my skills only for the purposes consistent with these values, and will not knowingly permit their misuse by others. While demanding for myself freedom of inquiry and communication, I accept the responsibility this freedom requires: competence, objectivity, in the application of skills and concern for the best interest of clients, patients, colleagues and society in general. I accept with pride these commitments I have made and will cherish this day of entry into the profession of psychology.

- Gordon Derner, Ph.D.
Dean Emeritus
The Derner Institute
Adelphi University

Mission Statement

The critical elements of the program are expressed in the following **mission statement** that was approved by the psychology faculty on July 9, 1999:

The applied psychology program is designed to:

1. Reflect the traditions and values of a liberal arts education;
2. Accurately represent the discipline of psychology;
3. Foster a set of skills and competencies that will allow graduates to be employed at an entry-level in a variety of related work settings;
4. Integrate academic experience with on-site work experience;
5. Reflect an integrated and coherent curricular structure where the values of the program are embedded in its delivery; and
6. Allow for assessment of outcomes.

It should be emphasized at the outset that these guiding principles will help us chart a course for a journey which has no end. A program such as is envisioned will always be a work-in-progress evolving and refining itself over the years.

This mission is congruent with both the University and the Berks-Lehigh Valley College mission statements which focus on:

- 1) Teaching and learning;
- 2) Research, scholarship, and creative activity; and
- 3) Community service and outreach.

The goals of the applied psychology program are:

1. Analytical, statistical and methodological proficiency;
2. Critical thinking;
3. Broad disciplinary content knowledge;
4. Proficiency in Communication;
5. Interpersonal and personal effectiveness; and

6. Awareness of and concern for ethics and professionalism within the discipline of psychology

Academic Integrity

An essential element in being part of a learning community is honesty and integrity. The psychology faculty takes the following University statement and policy on academic integrity (Senate Policy 49-20) very seriously and will follow it to the letter:

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at Penn State, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

We, as members of the Applied Psychology department, consider academic dishonesty to include, but not be limited to, cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized prior possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students are responsible for understanding and following all rules regarding plagiarism. For example, not citing someone else's work, even though you may have paraphrased the information, is plagiarism. Following the same outline for a paper as used by a classmate or viewed on line is considered plagiarism. Using three or more words in succession without quotations and an appropriate citation from another individual's work is an example of plagiarism. It is vital to understand that all forms of another person's work (e.g., a written text or book; an article or newspaper article; a speech, television show or movie; a professor's lecture, slides, or notes; a phone or in-person conversation) must be acknowledged and cited properly.

Please note that statements such as "But, I didn't know what plagiarism was," "Everyone does it," or "I don't think three lines out of a six page paper constitutes plagiarism" do not constitute any kind of excuse for academic dishonesty nor provide relief from any related sanctions. Having an extensive academic or out of the classroom workload also provides no excuse for plagiarism or academic dishonesty of any kind. Students can ask their instructor questions at any time, and they are encouraged to seek assistance at the writing and learning center regarding plagiarism. Ultimately, students are responsible for monitoring their own academic honesty, and for understanding what plagiarism is.

Any student who violates any aspect of the academic integrity policy may be given a sanction ranging from failure on an assignment or activity up to failure of the course, including a possible XF grade. XF grades remain upon transcripts after graduation, and indicate to all potential employers and others that the student engaged in academic dishonesty. Additional measures may be taken to bar a student from graduating in the Applied Psychology major, as well as others (e.g., elementary education) depending upon the offense. Once paperwork charging a student with an academic integrity violation is delivered to a student, 48 hours are allotted to respond to any charges. Being on vacation or spending time at work or studying for other courses or finals does not extend this 48 hour period. If a student contests a charge, and the appropriate, formal college meeting has not yet taken place, the student's grade will be deferred until a final determination is made.

Finally, please remember that the academic integrity policy is in place to protect you and your work, and to ensure that you receive a quality education. Further information relating to Academic Integrity is available at the College website, <http://www.bklv.psu.edu/academic/integrity>, and additional information about what constitutes plagiarism is available at <http://www.bk.psu.edu/Academics/aidishonesty.htm>.

Program Purpose

A. Educational Objective

Building on the basic knowledge and the written and oral communication, computation, and critical thinking skills developed in the general education and bachelor or arts requirements, students will develop skills in applying psychological knowledge and theory to improving human welfare.

B. Curriculum:

Students will receive a B.A. in Applied Psychology upon meeting the following requirements (Total 127 Credits):

1. 45 General Education credits
2. 12-24 Bachelor of Arts Degree Requirement credits (includes foreign language)
3. 50 Major Requirement credits, including:
 - a) 3 credits of field experience (Psy 296)
 - b) 12 credits of internship experience (Psy 495 A, B, C, D)
 - c) 3 credits of senior capstone experience (Psy 496)
4. 8-24 credits of electives related to career interests in business, health and wellness, or community mental health.

C. Academic Plan

Recommended Academic Plan

Bachelor of Arts

Applied Psychology (APSYC)

<u>First Semester</u>		<u>Second Semester</u>		<u>Third Semester</u>	
Engl 15/30	3	CAS 100A/B/C	3	<u>200-Level Psych Self[3]</u>	3
GQ [1]	3	<u>Psych 212</u>	3	<u>Psych Self[3] [4]</u>	4
<u>Psych 100</u>	3	Foreign Language [2]	4	Foreign Language [2]	1
Foreign Language [2]	4	GN/GA/GH/GS	3	GN/GA/GH/GS	3
GN/GA/GH/GS	3	GN/GA/GH/GS	3	GN/GA/GH/GS	3
FYS	1	GHA	1	GHA	1
<u>Fourth Semester</u>		<u>Fifth Semester</u>		<u>Sixth Semester</u>	
Engl 202A#	3	<u>Psych 495[5]</u>	3	<u>Psych 495 [5]</u>	3
<u>Stat 200 [1]</u>	4	<u>Psych 301 W</u>	4	<u>Psych 404 #</u>	3
<u>Psych 296</u>	1	<u>Psych Self[3] [4]</u>	3	<u>Psych Self[3] [4]</u>	3
<u>Psych Self[3] [4]</u>	3	GN/GA/GH/GS	3	Bachelor of Arts Req	3
GN/GA/GH/GS	3	GN/GA/GH/GS	3	GN/GA/GH/GS	3
GHA	1				
<u>Seventh Semester</u>		<u>Eighth Semester</u>			
<u>Psych 495 [5]</u>	3	<u>Psych 495 [5]</u>	3		
<u>Support Course Self[3]</u>	3	<u>Psych 496</u>	2		
Bachelor of Arts Req	3	Bachelor of Arts Req	3		
Bachelor of Arts Req	3	Elec	3		

_____ (Suffix S, X, T or PSU)

b. Intercultural and International Competence (3):

_____ (Suffix GI or DF; may be double-counted with Gen. Ed.)

c. Writing Across the Curriculum (3): (Included in "Requirements for the Major")

_____ (Suffix W) [Psy. 301W(4)]

III – Bachelor of Arts Degree Requirements (12-24 credits; see your advisor for acceptable courses)

Foreign Language (0-12 credits): Proficiency in a single language through the 12th credit level via course work and/or examination.

_____ (4) _____ (4) _____ (4)

Arts (3 credits) _____

Humanities (3 credits) _____

Social/Behavioral Sciences (3 cr.) _____

[Not psych. courses]

Other Cultures (3 credits) _____

(May not be double-counted with Gen. Ed. GI/DF courses. See your advisor for courses offered at BLV which satisfy this requirement.)

IV - Major Requirements (50 credits; all courses must be "C" or better; includes 3 credits GQ; scheduling suggestions by semester in brackets. See Attachment 2 for course titles. Not all courses are available at each location.)

A. Prescribed Courses (35 credits)

Psy 002 GS(3)[1-2] _____

Psy 212 GS(3)[1-4] _____

Stat 200 GQ(4)[3-4] _____

OR

Psy 15(4)[3-4] _____

Psy 301W(4)[3-6] _____

Psy 296(1)[3-4] _____ (Field exper.)

200-level psychology course (3)[3-6] _____

(Chosen in consultation with an advisor)

Psy/EdPsy 450(3)[5-8] _____

Psy 495[5-8]: **A(3)** _____ **B(3)** _____ **C(3)** _____ **D(3)** _____ (Internship)

Psy 496(2)[7-8] _____ (Senior Capstone Experience)

B. Additional Major Requirements (12 credits)

(Note: At least 3 credits from each category and 9 credits at the 400-level.)

a. Abnormal; Clinical; Personality

Psy 238 GS(3)[3-8] _____

Psy 470(3)[5-8] _____

Psy 471(3)[5-8] _____

Psy 482(3)[5-8] _____

b. Developmental; Cognitive; Learning

EdPsy 14(3)[3-6] _____

Psy 204 GS(3)[3-6] _____

Psy 256 GS(3)[3-6] _____

Psy 470(3)[5-8] _____

Psy 425(3)[5-8] _____

Psy 412(3)[5-8] _____

Psy/HDFS 416(3)[5-8] _____

c. Industrial/Organizational; Social; Interpersonal

Psy 221 GS(3)[3-8] _____

Psy 281 GS(3)[3-8] _____

Psy 417(3)[5-8] _____

Psy 423(3)[5-8] _____

Psy 477(3)[5-8] _____

d. Health; Wellness; Adjustment

Psy 243 GS(3)[3-6] _____

Psy 437(3)[5-8] _____

Psy 441(3)[5-8] _____

C. Supporting Course (*3 credits; select in consultation with an advisor consistent with career goals. See Attachment 3 for suggestions.*)

_____ (3)

V – Electives (*8-24 credits; select in consultation with an advisor consistent with career goals.*)

1. _____ () 2. _____ () 3. _____ ()

4. _____ () 5. _____ () 6. _____ ()

7. _____ () 8. _____ ()

Suggested Course Selections for Career Tracks

(For complete descriptions, see www.psu.edu/academic/bluebook)

**Advising Guidelines for Applied Psychology (APSYCH)
Penn State Berks**

(Updated 10.4.08)

How do I declare Applied Psychology as my major?

Freshmen and sophomores do not have an official major, but should be registered as **BLHSS with expected major as APSYC**. **Entrance-to-major process:** sophomores will receive e-mails asking for top three major choices. You will be asked to select, verify and/or change your major on eLion. NO paper forms will be sent. Applied Psychology students should choose **APSYC**.

Also remember that to take our four required internship courses, you will be asked to complete a criminal background and child clearance check with the state. If you cannot “pass” these clearances, it will be virtually impossible to complete the necessary internships and thus our major. You might be better served by choosing another major here, or taking psychology at University Park, where they do not require an internship.

You also need to have a 2.0 to declare applied psychology as your major.

When you see your advisor: (find out who it is by checking on e-lion)

Prepare and bring the following information with you to your appointment

(use eLion to get all except for "d" below).

- a. copy of your **current schedule**.
- b. copy of your **transcript**. (This is essential for transfer students)
- c. **copy of your degree audit for APSYC**.
- d. detailed **draft of your intended Spring 2008 schedule**.

IMPORTANT REQUIRED COURSES AND SEQUENCES:

A. PSYCH100 Intro to Psych and PSYCH212 Human Development are both required courses.

Take PSYCH100 as soon as possible in your first year, and take PSYCH 212 as a sophomore. Both of these courses are typically offered every semester.

- B. To graduate on time, there are certain course sequences you will need to follow and start taking immediately. For example, **MATH21** is highly recommended as one of your two required quantitative/math courses, and should be taken before STAT 200 (or PSYCH 200 if it is offered). **STAT 200 (a required course)** is needed before taking **Psych 301W & Psych 404 (both required courses)**. You may take PSYCH301W and PSYCH404 at the same time.

What should I do?

- a. take MATH21 as soon as possible.
- b. Then take STAT200 (or PSYCH200 Psych Stats, if it is offered)- take this as a first or second semester sophomore! *Please note that you need STAT200 (or PSYCH200) as a prerequisite for both PSYCH301W and PSYCH404. You must earn a grade of “C” or better in STAT200 (or PSYCH200) to be allowed to take research methods and tests & measurement!
- c. Then take PSYCH 301W: Research Methods as a junior
- d. Then take PSYCH 404: Tests & Measurement as a junior or senior

Note: Although subject to change, MATH21, STAT200, PSYCH301W, and PSYCH404 are offered every semester.

- C. Another critically important sequence of required courses involves your **PSYCH 296: Field Experience, PSYCH 495: Internships (for a total of 12 credits), and PSYCH 496: Senior Capstone**. The four required internship sections can be thought of as PSYCH495A, B, C, and D. **To take PSYCH495A, B, C, or D you need advanced permission from the course instructor, arranged during the semester before the class is scheduled to start!** So please note, you simply can not sign up for PSYCH 495 internship on e-lion without specific permission from the course instructor. PSYCH 496, the capstone course, is to be taken ONLY if you are a fourth year student (a senior) who has finished the 495 series or is concurrently taking 495D. These courses are offered every semester.

- a. Take PSYCH296: Field Experience, for 1 credit, during your sophomore year
- b. Then take PSYCH 495A in the first semester of your junior year
- c. Then take PSYCH 495B in the second semester of your junior year
- d. Take PSYCH 495C in the first semester of your senior year
- e. Take PSYCH 495D in the second semester of your senior year
- f. Concurrently take PSYCH 496: Senior Capstone in your senior year (fall or spring)

You must complete PSYCH 296 before you proceed with any of the other internship experiences. In other words, you can NOT take PSYCH 296 and PSYCH 495A at the same time. (This also applies to transfer students; see below)

Students can take PSYCH 495 B, C, and D during the summer session at Penn State Berks. However, you will need to get advanced permission from the internship course instructor, and remember that you will have to pay the summer school tuition rate and fees.

Unless there are extremely unusual circumstances and a detailed exception has been approved well in advance by the internship course instructor, students can only sign up for 3 credits of internship in each semester. (You can not “double up” and take more than 3 credits of internship a semester.)

All information about the internship courses and the requirements are available from the course instructor, and is discussed during scheduled college meetings.

Please note: If you are a TRANSFER STUDENT you MUST take PSYCH 296 no matter what, as soon as possible in your schedule. Also see the internship course instructor and program coordinator for additional advice if you have previous internship experience. Your previous internship credits from other colleges or universities may or may not count toward our degree requirements.

- D. You must take at least once course from each of the four content areas or categories, and at least 9 credits from this pool of courses must be at the 400 level.

What exactly does this mean? You must take at least once course from each of the following categories- a,b,c, and d. AND out those courses listed below, 3 of those courses must be at the 400 level

- a. Abnormal/Clinical/Personality
PSYCH 238 (Personality); 470 (Abnormal); 481 (Clinical)
- b. Developmental/Cognitive/Learning
PSYCH 261 (Intro to Learning); 456 (Advanced cognitive);
416 (Adulthood); 412 (Adolescence); EdPsy 14 (Educational psychology)
- c. Industrial/Organizational/Social/Interpersonal:
PSYCH 221 (Intro to Social); 281; 420 (Advanced Social);
423 (Interpersonal/group); 424 (Applied Social)
- d. Health/Wellness/Adjustment
PSYCH243 (Positive psych); 441 (Health psych);
437 (Advanced positive psych)

Note: The Psychology Department makes every attempt to offer one course from each of the four categories each semester, but there are no guarantees as the schedule can change at any time based upon administrative decisions and the number of students enrolled in courses. Typically, PSYCH470 Abnormal is offered every fall. PSYCH 481 Clinical is offered every spring. As noted in the Penn State Blue Book, students need to be juniors and seniors to take 400 level courses. *What should I do?* As a rule of thumb, as a sophomore take at least one 200 level course from the above list. Then starting as a junior, take at least one 400 level course in a different category each semester.

If you are thinking of going to graduate school in psychology

The following courses are highly recommended to help prepare for you for the subject GRE:

Abnormal Psychology
Clinical Psychology
Cognitive Psychology

Also try to conduct at least one semester of research with a faculty member either via independent study, work study, or a formal internship

- E. **200 level Psych selection “in consultation with advisor”**

Plan on taking one additional 200 level psychology course, in addition to the above category requirements and PSYCH212 and PSYCH 296. You can also take an additional 400 level psych course to fulfil this requirement.

You must also see your individual advisor and the program coordinator to have an orange “academic exception form” completed to indicate which course fulfills this requirement. Make every attempt to do this as soon as possible so that you do not delay your graduation! Remember, this is not done

automatically, and it can take many weeks for the registrar to process this paperwork. It is the student's ultimate responsibility to get this process started early!

F. Additional 3 credit course selection "in consultation with advisor"

Meet with your individual advisor and select any course, in any subject at any level, that you feel supplements your psychology degree. Some students take additional psychology courses, while others take additional courses in science, business, communications, and other areas of study.

As with "E" above, **you must also see your individual advisor and the program coordinator to have an orange "academic exception form" completed** to show which exact course you selected to meet this requirement. Again, do this as soon as possible so that you can graduate on time!

TOTAL NUMBER OF CREDITS TO GRADUATE:

In addition to fulfilling all applied psych requirements and general education requirements, you must also have enough total credits to graduate! This is indicated on one of the last lines of your course audit. It doesn't have a "+" or "-" sign, so you have to look at the number specifically! You need 127 total credits to graduate in Applied Psych.

FOREIGN LANGUAGE REQUIREMENTS

Because our Applied Psychology degree is a Bachelor of Arts (B.A.) degree, students must complete a foreign language requirement. You need to "show proficiency" by passing at least one 300 level course in a foreign language.

What foreign language course should I start with here at Penn State Berks?

If you took 0-1 year of foreign language in high school, start with 100 level

If you took 2-3 years of a foreign language in high school, start with 200 level

if you took four or more years of foreign language in high school, start with level 300 here

Common Questions:

What if I took four or more years of foreign language in high school or I am already fluent in a foreign language? You have the option of testing out of the foreign language requirement. Please contact someone in the advising center (610.396.6280) to find out who to contact specifically to arrange and take your test.

What if the foreign language I want to test out of is not offered here at Penn State Berks, like Russian or some African dialect? You can speak to someone at the advising center here at Penn State Berks to find out if you can take the proficiency exam here, at Penn State University Park, or arrange a special testing elsewhere.

What if I am supposed to start at the 200 or 300 level here because I took a certain number of years in high school, but I would feel more comfortable starting at the 100 level? Can I start at a course number below the one recommended for me? NO! According to Penn State Policy you MUST start at the level indicated by the number of years of foreign language you took in high school (see above). If this error is detected on your transcript and course audit, all of the credits you took in a "lower level" foreign

language will not count toward your graduation requirements! You will be denied graduation, so be sure to follow the rules. Alternatively, if you are really worried about starting at a level above your comfort zone due to your high school experience in a certain foreign language, consider learning an entirely new foreign language for you and go through levels 100, 200, and 300 here at Pen State Berks.

What if I need to start here at Penn State Berks with a 200 or 300 level foreign language course? How do I meet the 12 credit foreign language requirement? This is also really important; even if you take only Spanish 300, for example, and pass, you fulfill your language proficiency. HOWEVER, you need to make sure you also earn the total 12 credits allotted to fill the foreign language requirement. The good news is that those remaining 8 credits (in this example) can now be in anything else you choose as an elective. This is another reason why you need to know and love your course audit.

Other cultures (OC)

Every applied psych student must take an OC course. These courses are international, with a focus upon non-western cultures. There is not a huge selection, so this is an important requirement to take as soon as you can, when you can fit it into your schedule! To find the entire list, see http://bulletins.psu.edu/bulletins/bluebook/ba_requirements.cfm then click on "Other Cultures". Also note that this "other cultures" (OC) course that CANNOT be double-counted with General Education requirements.

US and IL course requirements:

All applied psych students must also take one US and one IL course. Make sure they "show up" appropriately on your course audit.

SOME GEN ED SUGGESTIONS:

For gym requirements (3 credits of GHA courses)

If you are not a fan of typical gym courses, consider taking BBH 101: Intro to Biobehavioral health,

BBH 119: Behavioral health and disease, BBH 146: Human Sexuality, or NUTR251: Nutrition. Each of

these courses meets the 3 credit GHA requirement.

If you play a varsity sport, you can earn 1 GHA credit, maximum, per semester. See your coach to fill out the necessary paperwork

For the science (GN) lab requirement

If you are not a fan of typical lab science courses (GN) consider taking: GEOSC 20 (4 credits; the lab is included) OR ASTRO 10 (3 credits) along with ASTRO 11 (1 credit). Remember that you need to sign up for both ASTRO 10 and ASTRO 11 to cover your lab requirement).

SUMMER COURSES:

- A. you will need to pay extra tuition and fees for summer courses. Contact the Bursar's office to discuss: x6040 or visit them in the Franco lobby
- B. Discuss your situation with the financial aid office before you take out additional l
- C. If you want to take summer courses at another college, you **MUST** check the PSU Transfer Guide on Berks Admissions Website first and call Kelly Burr, our PSU transfer counselor, x6148, and then consult with the applied psychology faculty coordinator if necessary, to find out if those courses will indeed transfer for what you want them to! If it doesn't "count" or meet our PSU requirements, you could find yourself short a lot of time and money! (For example, the statistics course at RACC does NOT count toward our STAT200 requirement for the major because it is not 4 credits and it is not approved by UP!) Such courses would count as general elective credits toward your degree, but it will not help you with any applied psych degree requirements! Please plan ahead.
- D. PSYCH 495B, C, and D are typically offered during the summer sessions, but NOT PSYCH 296.

OTHER HELPFUL HINTS!

1. The information on your **course audit** supersedes everything else, including your transcript and even what an advisor or coordinator tells you verbally! So, get to know and love your course audit.
2. Some courses, like ENGL 4, MATH 4, and MATH 1 count as three credits toward your GPA and your credits for full time status and financial aid, but they do NOT count toward credits earned toward graduation.

When dropping a class:

- Review the academic effect(s) of any drops you are considering with your advisor.
- If you are in a four-year degree program, like Applied Psychology, **you can LATE DROP**

a total of 16 credits- no exceptions.

Even though they won't get counted into your GPA, they show up on your transcript as WP, WF, or WN. Grad schools typically don't like to see too many of these.

- Full time status as a student = at least 12 credits
- Dropping below full time status may affect your health insurance!
- Dropping below full time status may also prevent you from taking financial aid and scholarships

Deferred grades:

Avoid deferred grades at all costs! If it is not taken care of, the DF on your transcript will revert to an automatic "F" within six weeks. Changing that requires extensive paperwork and petitions that need to go up to UP to have it changed! This process can take months and jeopardize your GPA and your graduation.

TRANSFER STUDENTS:

You **MUST** get all of your transfer credits and exemptions taken care of as soon as possible. See our transfer counselor, Kelly Burr, and then the Applied Psychology Program Coordinator. Unless you went to RACC, you will need to bring a copy of the course syllabus for

any course you would like to transfer over to any major or general ed requirement! You need to do this within the first semester of your arrival of Penn State Berks. It is the student's responsibility to make these appointments and follow up on all transfer credits. If you wait, you may not take classes you need, or you may take duplicate courses by mistake. It can take weeks for the registrar to process all of the paperwork, and **it will keep you from graduating** if you wait!

Keep in mind that you may have courses that do not transfer "exactly," even if they appear to have the same name. For example, if you are a transfer student and you took an Abnormal Psychology course at the 200 level, it will NOT substitute directly for our Abnormal Psychology course at the 400 level and it will NOT fulfill a category "a" requirement. However, you may be able to use this to complete the "take 3 credits at the 200 level in consultation with your advisor" requirement. Also remember that if you took statistics elsewhere, it must be at least 4 credits in order to meet Penn State's stringent requirements for our statistics course in the applied psych major. These brief examples demonstrate why it is so critically important to see our transfer counselor and the applied psych program coordinator as soon as you arrive here to sort through your transfer credits.

Internship

A. Introduction

The purpose of the internship course is to gain an understanding of how psychology is applied in the "real world". The applied psychology program at Penn State Berks requires students to participate in one field experience and four different internship experiences in four different clinical or organizational settings. This format is intended to provide a variety of experience with various patients, clients, consumers, and organizations, as well as with various types of supervision.

PSYCH 495 B,C,D: PSYCHOLOGY INTERNSHIP **Penn State University, Berks College**

CORE SYLLABUS

Dr. Jennifer L. Hillman
Professor of Psychology
Applied Psychology Internship Coordinator

The Core Syllabus describes requirements for each Psych 495 B,C,D internship class and will be used in conjunction with the specific syllabus created for each internship class.

Prerequisites: PSYCH100, PSYCH296, and PSYCH495A or by permission from the current course instructor.

Required Text: Current edition is available at the College Bookstore.
Baird, B.N. (2002 or 2007). The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions, (4th or 5th Edition). Upper Saddle River, NJ: Prentice Hall.
(You should have this text already from your enrollment in PSYCH296 and PSYCH495A.)

COURSE DESCRIPTION

This course represents your second, third, or fourth semester internship experience as required for all Applied Psychology majors at Penn State Berks.

COURSE SPECIFICS:

- Ideally, students will participate in four different internship experiences in four different clinical or organizational settings. This format is intended to provide a variety of experience with various patients, clients, consumers, and organizations, as well as with various types of supervision. However, with permission of the instructor, students may split their internship experiences between two or three different settings. Please note that students must spend their internship experiences (among 495A,B,C,D) in *at least two different* placements or settings!
- Students must engage in 150 hours of work for each section of 495B, C, and D.
- With permission of the instructor, students may combine two sections of 495B, C, or D to complete 300 hours of internship while earning 6 course credits. This is the maximum number of credit hours that can be earned at any one placement or setting.
- Students with extensive, previous outside clinical work experience are still required to take PSYCH296 and PSYCH495A with all of their extensive classroom components. However, these students with extensive, previous work experience may be able to receive credit for 495B with permission of the program coordinator. All students with work experience are required to take the remaining sections of 495C and D to complete their degree.
- Students must be supervised by a licensed mental health professional when the internship takes place within a clinical setting. This supervisor can be a licensed psychologist, social worker, professional counselor, addictions counselor, etc. Evidence of the licensure will be noted when the supervisor signs the appropriate contract forms.
- Students are expected to engage in activities commensurate with their level of education, training, and experience. For example, it may be appropriate for a student to co-lead a group with their supervisor or another licensed mental health provider on staff, but it would not be appropriate for any of our students to conduct individual psychotherapy sessions.
- Students are to obtain at least one hour of supervision bi-weekly. Any deviation from this requirement (e.g., group versus individual supervision; supervision within the context of team meetings) must be approved by the instructor.

COURSE GOALS

Specific goals for this course are:

1. To enhance understanding of how psychology is applied in the “real world”;
2. To learn experientially about human service and business organizations, the individuals who work in such organizations, and the jobs performed;
3. To explore future internship, educational, career and employment options;
4. To explore personal attributes related to jobs in human service industries;
5. To develop a network of contacts and references that may be useful in future education and employment settings.
6. To understand, appreciate, and abide by professional ethics as articulated by the American Psychological Association
7. To learn to communicate effectively about clients, patients, consumers, and organizations with other mental health professionals, and within the context of interdisciplinary settings

What is expected of you as a student

You are expected to engage in college level reading, verbal comprehension, and study skills.

You also are expected to adopt an “adult learner attitude” which means:

- A spirit of active and serious inquiry
- Punctual and timely class attendance
- Adherence to the Penn State Principles (please see the Berks web site for details, www.berks.psu.edu)
- Being open minded about subject matter and being respectful of others’ opinions

- Maintaining academic integrity and honesty consistent with University policies- any type of dishonesty from cheating to plagiarism to providing false documentation for illnesses will not be tolerated. You will be brought before the University Hearing Board and penalties may range from failing the course to being expelled from the University.
- Behavior that exemplifies respect for the rights of others to learn (and to teach) without distraction. This includes coming to class with all cell phones and other electronic devices turned OFF, and kept out of sight.
- Accepting responsibility for one's own actions, including speaking up to ask questions or offer constructive criticism
- Adopting a set of life priorities conducive to success in a college level course including time management skills, a sense of personal responsibility, and self-efficacy.

Because this is a 400 level course you are also expected:

- To engage in professional and ethical behavior at all times in the classroom. Professional behavior is that which is appropriate among patients, clients, representatives, colleagues, supervisory personnel, and consumers. Because this is an Applied Psychology Degree, modeling of such professional and ethical behavior is a necessary learning experience, and will benefit all students.
- To engage in class discussions without coaxing or requests. It is important to remember that ALL questions are good questions, and that opinions are simply that: something that is not inherently right or wrong, but amenable to discussion and thought. All of your thoughts, opinions, and observations are all highly valued. It is my job as your professor to make the class atmosphere as supportive as possible. It is your job to be an active participant.
- To demonstrate above average writing skills. In other words, assignments must reflect carefully edited and reviewed documents. Proofreading, multiple drafts, and periodic reviews are essential, because they are essential to your above average performance in an internship and/or the workplace.
- To seek outside assistance when necessary, including the writing center, learning center, career center, and counseling center.
- To complete any assigned readings prior to class, and to be prepared to discuss the readings.
- To complete written assignments with appropriate grammar and spelling. (Even though this course is a psychology course, and not an "English course," per se, competence in written as well as spoken communication is consistent with that of the real world. If an insurance company receives a treatment plan with multiple spelling errors, they will not approve additional treatment sessions, a judge who receives a report with multiple grammatical errors will view your report with significantly diminished credibility, and a potential employer who receives a cover letter with misspelled words will throw it in the garbage can.) You must proofread. Free assistance is available at the writing and learning centers.

C. Examples of Possible Internship Sites/Contacts (all must be approved individually by the professor teaching PSYCH495 before enrolling in the course for the upcoming semester)

Children/Youth Services/Organizations

Berks County Children and Youth Services
 Berks County Intermediate Unit, Head Start
 Bethany Children's Home

Individual/Family Services

Adoption Associates, LLC
 American Red Cross
 Berks Advocacy Against Violence

BCIU Head Start Hamburg Center
Big Brothers/Big Sisters of America
Camelot for Children, Inc. (Allentown)
Camp Fire Boys and Girls
Carbon-Lehigh Intermediate Unit 21
Chester County Intermediate Unit
Child First Services
Children's Aid Society (Lansdale)
Children's Home of Reading
Kids Peace Advances
Olivet Boys and Girls Club
Stand Up for Kids
Teen Central (Schnecksville)
Teen Challenge
West Berks Mission District

College Campuses

*other than Berks Campus

Admissions Office
Business Program
Counseling Center
Educational Opportunity Program
Institutional Research Office
Learning Center
Office of Student Affairs
Residence Life Program

Businesses

Best Buy
Boscov's
HRS/TND Associates, Inc
Lafayette Ambassador Bank
Manufacturers Assoc. of Berks County
Reading Public Museum
ReMax Marketing
The Hartford Insurance Co.
T.N. Punessa and Associates

Medical/Mental/Rehab/Disabilities Health Services

Allentown State Hospital
Camphill Village Kimberton Hills
Caron Foundation
Conewago Wernersville
Country Meadows Retirement Community
Eagleville Hospital
ECC Retirement Village
Ephrata Community Hospital, Chaplin
Garden Spot Village
HCR Manor Care
Heartland Home Health Care & Hospice
Hickory House Nursing House
Kutztown Manor

Berks Talk line Inc.
Berks Woman in Crisis
Concern
Gateway Counseling Services
Haven House (Allentown)
Montgomery Country Office of Aging
and Adult Services
New Life Cognitive-Behavioral Services
Opportunity House
Pennsylvania Counseling Services
Planned Parenthood of Reading
Providence House Women's Shelter(NJ)
Salvation Army
Sexual Assault Resource & Counseling
Center (Lebanon)
Schuylkill Women in Crisis
Stress Reduction Resources
Supportive Concepts for Families, Inc
ViaQuest Behavioral Health of PA
Women's Counseling Services of Berks
County
Wyomissing Behavior Analysts, Ltd.

Schools/Daycares

Avon Grove School District
Catasauqua Area School District
Cuddly Cottage Daycare
Exeter School District
Glenside Elementary School
Goddard School (Sanatgoa)
Mulberry Childcare and Preschool
Muhlenberg Senior High School
New Morgan Academy
Kindercare Learning Center
Reading School District
Reading School District, Head Start PAL
Wilson School District
Wyomissing School District

Medical
Disability Services
Drug, Alcohol Rehab
Drug, Alcohol Rehab
Nursing Home
Medical
Nursing home
Medical
Assisted Living
Nursing Home
Medical
Nursing Home
Nursing Home

Lehigh Valley Hospital
Mental Health Assoc. of Reading & Berks County
Mifflin Center
New Perspectives at White Deer Run
Philhaven Hospital
Phoebe Berks Health Care Center
Pottsville Hospital
Riddle Memorial Hospital
Spectrum Community Services
Spruce Pavilion, Reading Hospital
Success Rehab, Inc. (Quakertown)
Veteran's Administration Medical Center
Wernersville Family Health Center
Wernersville State Hospital
Wyomissing Nursing & Rehabilitation Center

Medical
Mental Health
Nursing Home
Drug Rehab
Medical
Nursing Home
Medical
Medical
Disability Services
Medical
Medical
Drug Rehab
Medical
Mental Health
Medical

Criminal Justice and Law

Abraxas Academy
Berks County Court
Berks County Prison Society
Graterford Prison
Lancaster County Prison
Lumberton NJ Police Department
Reading Police Department
Wernersville Police Department
Whitehall Police Department
Wyomissing Police Department

Other

Allentown Animal Clinic
Hispanic Center-Spanish Speaking
Council
Phoenixville Area YMCA Camp
St. John's Center U.C.C

Sample contract below only: you MUST consult with the professor teaching 495 specifically!

PENN STATE BERKS COLLEGE
Applied Psychology Program

**STUDENT INTERNSHIP CONTRACT
GENERAL INFORMATION**

Student Name: _____ Student I.D.: _____ Date: _____

Student Address: _____ Phone Number: _____

_____ Email: _____

Organization/Company Name: _____

Organization/Company Address: _____

Site Supervisor: _____ Title: _____

Phone: _____ FAX: _____ Email: _____

Faculty Supervisor: _____ Title: _____

Phone: _____ FAX: _____ Email: _____

TERMS OF INTERNSHIP

1. The student will complete an Orientation Period (if required) to consist of the following content areas, duration, and method(s) of instruction (e.g., manuals, videos, presentations):

<u>Content Area</u>	<u>Duration</u>	<u>Instructional Method</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. The student will assume the following duties and/or responsibilities onsite as his/her internship learning experience:

3. The student understands that he/she may assume additional duties and/or responsibilities to the above, as deemed capable by the onsite supervisor. He/she will not, however, perform duties and/or responsibilities that are exclusively clerical and generally considered to be below or above the paraprofessional level, or that would involve risk to personal safety.

4. The student work schedule will be as followings (note exceptions below) during regular business hours, or during hours scheduled for other professional staff:

Monday _____	Friday _____
Tuesday _____	Saturday _____
Wednesday _____	Sunday _____
Thursday _____	

Exceptions to Above Schedule (holidays, fall break, spring break, etc.):

5. The student will complete a total of _____ hours for this internship course (Psy 495) for a total of _____ credits by the end of the _____ semester.

6. The student will attend staff meetings, other relevant meetings, and/or visit other community companies/organizations as deemed appropriate with the permission of his/her Site Supervisor.

7. The student will complete all academic assignments (e.g., journal, papers, presentations, etc.) related to the internship course (Psy 495) by the due dates set by the Faculty Supervisor and indicated on the course syllabus. He/she understands that the Faculty Supervisor has the option to revise due dates upon reasonable notice.

8. The student will meet with the Faculty Supervisor and the Site Supervisor on regular intervals to discuss his/her progress on academic assignments, site assignments, etc., and he/she understands that the Faculty Supervisor and the Site Supervisor may discuss the student's progress during or following the internship period.

9. The student understands that he/she will be evaluated at least twice by the Site Supervisor and that this evaluation will be shared with him/her for feedback purposes as well as with the Faculty Supervisor. The Faculty Supervisor will assign the final internship course grade.

The student understands that if unusual circumstances should prevent the completion of any of the above statements, that he/she must contact the Faculty Supervisor and Site Supervisor immediately to make appropriate arrangements.

The student understands that this contract may be amended and/or terminated by the Student, Site Supervisor, or Faculty Supervisor upon written notice and in consultation with the other two parties.

Student Signature: _____ Date: _____

Internship Site Supervisor Signature: _____ Date: _____

Penn State Faculty Supervisor Signature: _____ Date: _____

[Student Professional Liability Insurance](#)

Penn State University does not provide medical or professional liability insurance protection for students in field experiences or internships. All students are urged to maintain medical insurance coverage in the event that you are injured at your field experience site. In addition, for students who plan field experiences in social service or health agencies, it is **strongly recommended** that you purchase individual student professional liability insurance as a protection from claims or charges – whether valid or not – that may result in a lawsuit. For \$35 per year, the American Psychological Association Insurance Trust (APAIT) provides such insurance policies to students. For details, go to www.apait.org and click on “Student Liability.”

[Child Abuse History Clearance \(ACT 33\)](#) [Criminal Background Check \(ACT 34\)](#)

Before beginning any work involving children or minors, the State of Pennsylvania and many employers require you to submit to receive clearance from the Pennsylvania Department of Public Welfare for any history of child abuse as well as to have a criminal record check by the Pennsylvania State Police. There is a \$10 **money order** fee for each check and approval can take several weeks, therefore it is important that if you are planning on an Internship which involves minors, that you complete this the semester prior to the internship experience.

Instructions for completing the forms can be found at

<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf>

Criminal background check can be found at

<http://www.psp.state.pa.us/psp/cwp/view.asp?A=4&Q=48275>

Our Applied Psychology B.A. degree is unique as an undergraduate program in that it requires students to complete four full semesters, of three credits each, of PSYCH 495: Internships in Psychology. Students also are required to engage in a variety of internship experiences in a variety of community-based (e.g., clinical, mental health, child, forensic, industrial/organizational), or a combination of both community-based and research, settings. As part of their preparation for these required internship experiences, students are asked to complete a Pennsylvania State Child Abuse Clearance and a Pennsylvania State Criminal History Background Check.

For acceptance at the majority of internship placements required during completion of the Applied Psychology degree, upon application for many community-based places of employment, and, if one continues in graduate school in psychology, during application for clinical practicum and internships, and ultimately in licensure and health provider panels, both students of psychology and licensed psychologists undergo scrutiny regarding their personal background. Reviews typically include criminal background and child abuse clearances, and issues related to personal integrity. The types of questions asked typically include:

- Has disciplinary action of any kind (including those in response to violations of academic integrity) ever been taken against you by a supervisor, educational, or training institution or committee, health care institution, professional association, or licensing or certification board?
- Are there any complaints currently pending against you before any of the aforementioned bodies or groups?
- Has there ever been a decision in a civil suit rendered against you relative to your professional work or employment, or is any action pending?
- Have you ever been suspended, terminated, or asked to resign by a training program, practicum site, internship site, or employer?
- Have you ever been convicted of an offense against the law, including a DWI, other than a minor traffic violation?
- Have you ever been convicted of a felony?

- Are you listed on any registries of convicted sex offenders?

If you answered “Yes” to any of these above questions, you will most likely have significant difficulty obtaining placement in the required community-based internship settings, as well as in obtaining graduate level internship opportunities in psychology, and eventual licensure as a psychologist. Because all research-based internships in the Applied Psychology program must be conducted within the scope of an IRB (i.e., Institutional Review Board) approved protocol, answering “Yes” to any of the above questions may also limit one’s ability to engage in certain kinds of research.

Because Penn State University wishes to accept students into degree programs in which they have a high likelihood of being able to successfully complete that program, applicants who answer “Yes” to any of these questions, in which they can expect to have significant difficulty completing the four required internship courses, should strongly consider whether it is in their best interest to take the time and effort to pursue the Applied Psychology B.A. degree. One option for such applicants is to consider an undergraduate psychology degree at another Penn State location, or another institution, in which an internship is not required.

Generally, the presence of a criminal record precludes enrolment in the Applied Psychology Program for the reasons noted above. However, rare exceptions may be made if the student meets with the program coordinator, the college registrar, at least one other Applied Psychology faculty member (preferably a faculty member teaching PSYCH 495), a member of the Applied Psychology Advisory Board, and/or another college administrator to review and discuss the situation. (Please note that in respect to the applicant in question, all discussions related to previous criminal or other such activities are confidential among this ad hoc group.) Applicants in this instance also must be prepared to disclose all related information to internship sites, and to allow contact between the appropriate faculty members, administrators, and/or site supervisors with parole officers, case managers, or other individuals in a position to evaluate, assist, or oversee the potential student.

It also is important to note that students already enrolled in the Applied Psychology major are expected to engage in appropriate ethical and professional behavior. Deviations, as related to the aforementioned questions above (e.g., a criminal conviction; confirmed violations of academic integrity), may lead to the convening of no fewer than three Applied Psychology faculty members and a member of the Applied Psychology advisory board to discuss options for potential remediation, a leave of absence, voluntary withdrawal, or termination from the degree program.

Confidentiality

Participants in this course will be required to review and sign a Confidentiality Statement. This will protect you and others from violations of individuals’ personal rights to privacy. Please understand that it is your ethical and academic obligation to maintain strict confidentiality regarding fellow students’ experiences during their Internship. (Also- students are FORBIDDEN to discuss the history or symptoms of family members, classmates, roommates, acquaintances, or ANY STUDENT AT PENN STATE BERKS.) It is your ethical and academic obligation to maintain strict confidentiality regarding any patients, clients, or consumers that you come into contact with during the course of your internship. This is true for discussions held both during and outside of class, and includes inappropriate written, on-line, or e-mail discussions. Disclosing this type of private information to anyone, at any time, may result in failure of the course.

APA Ethic Code

The Applied Psychology Program at Penn State Berks adheres to the APA ethics code, and expects its students to do the same.

The following Ethical Principles of Psychologist and Code of Conduct is provided by the American Psychological Association, APA. This information can be accessed through the APA website at: <http://www.apa.org/ethics/code2002.html>.

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Introduction and Applicability

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an

Ethical Standard does not mean that it is necessarily either ethical or unethical. This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code. Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

Preamble

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social

interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

General Principles

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

Ethical Standards

1. Resolving Ethical Issues

- 1.01 Misuse of Psychologists' Work
- 1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority
- 1.03 Conflicts Between Ethics and Organizational Demands
- 1.04 Informal Resolution of Ethical Violations
- 1.05 Reporting Ethical Violations
- 1.06 Cooperating With Ethics Committees
- 1.07 Improper Complaints
- 1.08 Unfair Discrimination Against Complainants and Respondents

2. Competence

- 2.01 Boundaries of Competence
- 2.02 Providing Services in Emergencies
- 2.03 Maintaining Competence
- 2.04 Bases for Scientific and Professional Judgments
- 2.05 Delegation of Work to Others
- 2.06 Personal Problems and Conflicts

3. Human Relations

- 3.01 Unfair Discrimination
- 3.02 Sexual Harassment
- 3.03 Other Harassment
- 3.04 Avoiding Harm
- 3.05 Multiple Relationships
- 3.06 Conflict of Interest
- 3.07 Third-Party Requests for Services
- 3.08 Exploitative Relationships
- 3.09 Cooperation With Other Professionals
- 3.10 Informed Consent
- 3.11 Psychological Services Delivered To or Through Organizations
- 3.12 Interruption of Psychological Services

4. Privacy And Confidentiality

- 4.01 Maintaining Confidentiality
- 4.02 Discussing the Limits of Confidentiality
- 4.03 Recording
- 4.04 Minimizing Intrusions on Privacy
- 4.05 Disclosures
- 4.06 Consultations
- 4.07 Use of Confidential Information for Didactic or Other Purposes

5. Advertising and Other Public Statements

- 5.01 Avoidance of False or Deceptive Statements

- 5.02 Statements by Others
- 5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs
- 5.04 Media Presentations
- 5.05 Testimonials
- 5.06 In-Person Solicitation

6. Record Keeping and Fees

- 6.01 Documentation of Professional and Scientific Work and Maintenance of Records
- 6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work
- 6.03 Withholding Records for Nonpayment
- 6.04 Fees and Financial Arrangements
- 6.05 Barter With Clients/Patients
- 6.06 Accuracy in Reports to Payors and Funding Sources
- 6.07 Referrals and Fees

7. Education and Training

- 7.01 Design of Education and Training Programs
- 7.02 Descriptions of Education and Training Programs
- 7.03 Accuracy in Teaching
- 7.04 Student Disclosure of Personal Information
- 7.05 Mandatory Individual or Group Therapy
- 7.06 Assessing Student and Supervisee Performance
- 7.07 Sexual Relationships With Students and Supervisees

8. Research and Publication

- 8.01 Institutional Approval
- 8.02 Informed Consent to Research
- 8.03 Informed Consent for Recording Voices and Images in Research
- 8.04 Client/Patient, Student, and Subordinate Research Participants
- 8.05 Dispensing With Informed Consent for Research
- 8.06 Offering Inducements for Research Participation
- 8.07 Deception in Research
- 8.08 Debriefing
- 8.09 Humane Care and Use of Animals in Research
- 8.10 Reporting Research Results
- 8.11 Plagiarism
- 8.12 Publication Credit
- 8.13 Duplicate Publication of Data
- 8.14 Sharing Research Data for Verification
- 8.15 Reviewers

9. Assessment

- 9.01 Bases for Assessments
- 9.02 Use of Assessments
- 9.03 Informed Consent in Assessments
- 9.04 Release of Test Data
- 9.05 Test Construction
- 9.06 Interpreting Assessment Results
- 9.07 Assessment by Unqualified Persons
- 9.08 Obsolete Tests and Outdated Test Results
- 9.09 Test Scoring and Interpretation Services
- 9.10 Explaining Assessment Results
- 9.11. Maintaining Test Security

10. Therapy

- 10.01 Informed Consent to Therapy

- 10.02 Therapy Involving Couples or Families
- 10.03 Group Therapy
- 10.04 Providing Therapy to Those Served by Others
- 10.05 Sexual Intimacies With Current Therapy Clients/Patients
- 10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients
- 10.07 Therapy With Former Sexual Partners
- 10.08 Sexual Intimacies With Former Therapy Clients/Patients
- 10.09 Interruption of Therapy
- 10.10 Terminating Therapy

Professional Behavior

Students are asked to remember that when they go to their internship placement, they are representing both the field of psychology and Penn State University. Students are expected to behave in a professional and ethical manner at all times. Arriving on time, being respectful, communicating effectively, asking appropriate questions, and asking for help are all critically important. Maintaining confidentiality and following institutional protocol is also essential. Adherence to the APA set of ethical principles is paramount. In order to protect yourself, you also are advised to follow universal precautions (e.g., cover all open wounds) when working at any internship site. Appropriate self care, which may include getting enough sleep, effective time-management, maintaining a work-life balance, and seeing appropriate physical and mental health care professionals when appropriate, is also essential for all Applied Psychology majors.

It also is vitally important to dress appropriately for your internship placement. Certainly, dressing for a placement that involves play therapy on the floor with four year-olds is very different than one that involves interviewing in a human resources department, but all students should be dressed professionally. Similarly, someone working on a closed inpatient unit will generally not wear high heels, long necklaces, or dangling earrings that could cause problems during codes or other patient emergencies. In general, students should not wear heavy perfume or cologne, or suggestive or inappropriately revealing clothing. As stated by one internship supervisor in the past, "I should never be able to tell if an intern has a tattoo on their lower back, or if they wear a thong or a lace bra." Most of this should be common sense, but if in doubt, wear something else or ask your supervisor specifically about formal or informal dress codes.

Program Assessment Plan

Evaluation Data	Data Collection				Data / Results Dissemination			Data/ Results Use Evaluation of Improvements
	Form	Who	Responsibility	Frequency	Interpretation	Communicate to Faculty Frequency	Identify Necessary Changes	

GOAL 1: Develop critical thinking skills

Objective 1: Students will demonstrate ability to critically evaluate individual or group behavioral problems (case studies) using appropriate psychological theory and assessment tools.	Focus Groups	In Person	ALL 496	Program Coordinator, PRA	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
	Senior Surveys	Paper	ALL 496	Program Coordinator, PRA	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
Objective 2: Students will demonstrate ability to critically evaluate internship experiences and apply conclusions to career planning.	Senior Presentations	Oral/ Videotape (Rubric Devised by Advisory Board)	ALL 496	Program Coordinator, Course Faculty	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	

GOAL 2: Develop disciplinary content knowledge

Objective 1: Students will be able to discern core concepts in the history and systems of psychology .	Relevant History and Systems Senior Presentations	Oral/ Videotape (Rubric Devised by Course Faculty)	ALL 496	Program Coordinator, Course Faculty	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
Objective 2: Students will be able to discern core concepts in mental health and adjustment .	Relevant Mental Health & Adjustment Senior Presentations	Oral/ Videotape (Rubric Devised by Course Faculty)	ALL 496	Program Coordinator, Course Faculty	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
Objective 3: Students will be able to discern core concepts in social/industrial/organizational/group psychology .	Relevant Social, I/O, Organ., Group Senior Presentations	Oral/ Videotape (Rubric Devised by Course Faculty)	ALL 496	Program Coordinator, Course Faculty	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
Objective 4: Discuss core concepts in learning/cognitive psychology .	Relevant Learning/ Cognitive Senior Presentations	Oral/ Videotape (Rubric Devised by Course Faculty)	ALL 496	Program Coordinator, Course Faculty	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	

Evaluation Data	Data Collection				Data / Results Dissemination			Data/ Results Use
	Form	Who	Responsibility	Frequency	Interpretation	Communicate To Faculty Frequency	Identify Necessary Changes	Evaluation Of Improvements

GOAL 3: Recognize and identify appropriate research methodology

Objective 1: Students will demonstrate ability to create and present orally in a public forum the results of a project or internship.	Senior Presentations	Oral/ Videotape (Advisory Board Devised Rubric)	ALL 496	Program Coordinator, Advisory Board	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
Objective 2: Students will demonstrate ability to use APA style in a research paper including analysis and citation of published research.	Student Portfolio	Paper/ Rubric (Assistance from Advisory Board on Rubric Devel.)	Senior Course	Course Faculty, Advisory Board	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	

GOAL 4: Develop Interpersonal and Personal Effectiveness

Objective 1: Students will develop awareness of personal career-related strengths and weakness based on internship site-supervisor evaluations and self-reflection.	Senior Presentations	Oral/ Videotape (Advisory Board Devised Rubric)	ALL 496	Program Coordinator, Advisory Board	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
	Senior Surveys	Paper	ALL 496	Program Coordinator, PRA	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
Objective 2: Students will demonstrate ability to work effectively in a project or work team.	Senior Surveys	Paper	ALL 496	Program Coordinator, PRA	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/ Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	

GOAL 5: Awareness of and Concern for Ethics and Professionalism Within the Discipline of Psychology

Objective 1: Students will be familiar with the basic principles of professional ethics, including the APA Ethical Standards of Psychologists and the APA Standards of Educational and Psychological Testing.	Ethics Paper /Capstone Course	Paper/ (Rubric Devised by Course Faculty)	ALL 496	Program Coordinator, Advisory Board	Semester	Program Coordinator, Program Faculty	Annual Report to Program Faculty	Program Faculty, Program Coordinator, Division Chairperson, Advisory Committee	
	Senior Surveys	Paper	ALL 496	Program Coordinator, PRA	Semester	Program Coordinator, Program Faculty	Bi-annual Report to Program Faculty/Advisory Council	Program Faculty, Program Coordinator, Division Chairperson	
Objective 2: Students will demonstrate sensitivity to ethical concerns and professionalism in all settings where applications of psychology and/or psychological research occur, including internship experiences.	Intern Supervisor Ratings	Paper/ (Rubric Devised Advisory Board)	ALL 496	Program Coordinator	Semester	Program Coordinator, Program Faculty	Annual Report to Program Faculty	Program Faculty, Program Coordinator, Division Chairperson, Advisory Committee	

Career Opportunities for Graduates

A wide range of jobs and careers await graduates of Applied Psychology, including positions in the following organizations:

I. Adult and Elderly Care

- Activities director
- Adult day care
- Agencies on aging
- Assisted living centers
- Geriatric care centers & residences
- Hospice programs
- Nursing homes
- Senior centers

II. Behavioral Medicine and Health

- Health education and advocacy agencies
- Home health care agencies
- Rehabilitation centers

III. Business, Corporate, and Non-profit

- Customer service departments
- Department manager
- Employee assistance programs
- Employee relations specialist
- Employment agencies
- Human resources departments
- Institutional research departments
- Job analyst
- Management training programs
- Marketing departments
- Ombudsman
- Public relations departments
- Training & organization development departments

IV. Children and Youth

- Activities director
- Caseworker
- Camps, child & youth advocacy agencies, children's homes
- Child Development Specialist
- Community youth centers
- Extension programs
- Mentoring agencies
- Recreational & socialization agencies
- Residential treatment centers

V. Community Advocacy, Referral, and Social Services

- Adoption and foster care agencies
- Case manager
- Community action agencies
- Parent education agencies
- Police officer
- Public health director

- Domestic violence agencies
- Family service agencies
- Public welfare agencies
- TSS- Therapeutic support services

VI. Criminal Justice and Law

- Adult correctional facilities
- Correction officer
- Correctional treatment specialist
- Juvenile correctional facilities
- Parole agencies
- Probation agencies

VII. Drug, Alcohol, & Chemical Dependency

- Community treatment centers
- Prevention programs
- Residential treatment facilities

VIII. Education

- College resident life programs
- College student personnel programs
- Daycare & nursery schools
- Elementary school teacher
- Guidance counselor
- High school teacher
- Special education programs
- Vocational rehabilitation centers

IX. Mental Health

- Community mental health centers
- General hospital psychiatric inpatient units
- Psychiatric hospitals
- Support groups

X. Mental Retardation

- Group homes sheltered workshops
- Mental retardation aid
- Teacher for mentally impaired

XI. Graduate and Professional School

- Academic Counselor
- Art Therapist
- Business
- Chief Psychologist
- Child Psychologist
- Clinical Psychology
- College/University Professor
- Community Psychology
- Comparative Psychologist
- Counseling Psychology
- Developmental Psychologist
- Educational Psychologist

- Engineering Psychologist
- Experimental Psychologist
- Family Counselor
- Forensic Psychology
- Guidance Counselor
- Industrial/Organizational Psychology Law
- Marriage/Family Counseling
- Medical Social Worker
- Military Psychologist
- Occupational Therapist
- Pharmacologist
- Physical Therapist
- Psychiatrist
- Rehabilitation Psychology
- School Psychology
- Social Work
- Speech Pathologist
- Training & Organizational Development

Disability Services

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability related need for reasonable academic adjustments in this course, please contact Susan Anderson, Coordinator, Disability Services, located in room 153 Franco Bldg.(610-396-6410) or by email at sma17@psu.edu. For further information regarding The Office of Disability Services, please visit the web site at www.equity.psu.edu/ods/ Instructors should be notified as early in the semester as possible regarding the need for reasonable academic adjustments.

Career Services

The Career Services Office is a full service resource for students and alumni of Penn State Berks. The office provides resources, counseling, and assistance in all facets of career planning and development. Career Services is located in room 10 Perkins Student Center. You can contact them at 610-396-6019. For further information regarding the services offered by Career Services, please visit the web site at <http://www.bk.psu.edu/StudentServices/CareerServices/careers.htm?cn2>.

Faculty Research

All full time faculty members welcome research with undergraduate students, and this can take place formally in the form of internship, independent study courses, independent projects, or even work study.

Dr. Joanna Garner

Assistant Professor of Psychology

Dr. Garner is an Assistant Professor of Psychology in the Applied Psychology Program at Penn State Berks. Prior to her appointment, Dr. Garner was Vice President for Program Development at Cognitive Learning Systems in Harrisburg, PA, and Director of Psychological Services at Cognitive Learning Centers in Elizabethtown, PA. Dr. Garner's research interests include the development of reading strategies, variables that promote academic success in college settings, and how individuals overcome science misconceptions. She currently teaches courses in

Developmental Psychology, Cognitive Psychology, Psychometric Measurement and Learning Theories.

Dr. Jennifer Hillman

Professor of Psychology

Dr. Jennifer Hillman is a Professor of Psychology at Penn State Berks, a licensed Psychologist in the state of Pennsylvania, and Coordinator of the Applied Psychology Program at the college. Hillman's primary research interests include elderly sexuality and HIV/AIDS, patient problem behaviors in long-term care, and psychotherapy and personality disorders among older adults. An emergent area of research includes the family based treatment of children with autism, including the experience of grandparents. She has published numerous articles and three books, and was awarded Fellow of the Gerontological Society of America for her outstanding contributions to the field of gerontology. Hillman also received a Penn State University Teaching Fellow Award, and teaches courses in abnormal, clinical, and health psychology.

Dr. Eric W. Lindsey

Associate Professor of Applied Psychology

Dr. Eric Lindsey is an Associate Professor of Applied Psychology at Penn State Berks. Dr. Lindsey teaches courses in applied developmental psychology and well-being and adjustment. His research interests focus on issues in applied Family Psychology, with a particular emphasis on connections between marital relationships, parent-child relationships and children's social competence with peers. He also conducts research examining how the home environment and school environment interact to influence children's adjustment. He has published research articles in *The Journal of Family Psychology*, *Family Relations: Journal of Applied Family and Child Studies*, *Sex Roles*, and the *Journal of Infant Behavior and Development*, among others. Dr. Lindsey's research has received funding from the Department of Health and Human Services. He welcomes the opportunity to talk to students about his research and is available to supervise independent studies with students who are interested in learning about conducting research.

Dr. Brenda Russell

Associate Professor of Psychology

Dr. Brenda Russell is an Associate Professor of Psychology at Penn State Berks. Her scholarly and teaching interests include psychology and law, perceptions of homicide defendants, social psychological and cognitive aspects of jury decision making, gender research including rape, sexual coercion, and harassment. Her research on domestic violence can be see in her upcoming books: *The battered woman's syndrome: Exploring the culpability and effects of a construct that may not exist*, and co-authored research text with Dr. John Purcell; *Online Research Essentials*. Dr. Russell also serves as consultant and program evaluator for various educational, law enforcement, and treatment programs. She teaches courses in introduction to psychology, social psychology, psychology and the law (forensic psychology), research method, social cognition, program evaluation, careers in psychology, and criminal investigation.

Alumni Perspectives

Iris Richardson

2007, B.A. in Applied Psychology, Penn State Berks

Graduate Assistant in Residence Life & Housing
West Chester University

Feel free to contact me at irichrdn@yahoo.com

"I chose Penn State Berks because the faculty and staff are devoted to their students and they

want to see us succeed in life. Penn State is known no matter where you go in the world and it has offered me a lot of opportunities."

"The Applied Psychology program prided you with hands on experience from beginning to end. It gives you the opportunity to explore different areas of psychology and they help you design a portfolio that a student can use when going on interviews (i.e. grad-school or employers). If it wasn't for the Applied Psychology program I would still be trying to figure out what career path I wanted to pursue."

Pamela A. Story

May 2002

Employed by New Hope of Pennsylvania, Inc. as Therapeutic Support Staff

Awarded the Student Government Leadership Award and Applied Psychology Academic Award

Past-President of the Penn State Psychology Club

pxs233@psu.edu

"The internship requirement of the Applied Psychology Program provided me with valuable experiences for future employment. In one of my internships, I conducted intake assessments and problem-solved for patient care issues. The Program also gives those interested in Psychology various opportunities to study different populations and settings and also to begin networking for future employment. Finally, the Program lays a strong foundation for graduate work as well."

Sara McCormick

May 2002, Graduate of Penn State Berks Lehig Valley

Dean's List student

"Being in the Applied Psychology program at Penn State Berks really left me with so many opportunities for my future. While I have decided to pursue a law degree, I graduated knowing that there were many options for me--in social service agencies, in hospitals, schools or even in business. I gained valuable knowledge and understanding in the classroom and then was given opportunities to practice and perfect my skills in a clinical setting. I think that the four internships of the program were the most important part of my education--it was there that I was able to make more concrete my career goals and because there are four smaller internships instead of one big one, I was able to experience different areas of psychology, thus, gaining a wide variety of new skills, knowledge and experience-- I also graduated with a long list of networks in the Reading area and an impressive resume! The teachers are incredible, the classes are challenging and interesting, and the internship experiences are rewarding... I am so glad that I decided to be in Applied Psychology. Oh, I also really like the small class size...especially for 400 level classes, sometimes I only had 5 or 6 people in a class."

Jennifer Phillips

2003, B.S. in Applied Psychology, Penn State Berks

Employed by Kids Peace Dual Diagnosis as a Child Counselor II

Feel free to contact me at crysatal21789@hotmail.com

"The greatest gift we could give others is our time. I chose Penn State because it was close to home. I researched the University online and found it to be an awesome school. One of the greatest things of the Applied Psychology program is the opportunity for internships. to actually have the chance to get your "feet wet" applying what you have been studying or just getting the opportunity to see Master Level psychologists at work."

Advisory Board

Thomas G. Baker, Ph.D., Psychologist
DGR Management

Eileen P. Beyer, Psy.D., CAC, Director
Beyer Psychological Associates

Barbara Coffin, Executive Director
BerksCounty Office of Aging

Beth Dunstan, L.S.W.
St. Joseph's Hospital

Edward P. Hanna, D.S.W., Therapist/Consultant
Conflict Management Strategies

Lisa Hain, M.S.
School Psychologist

James R. Huber, Ph.D., Director
Huber Interactives

Carla Kramer
Social Worker

Hon. Scott E. Lash, Judge
Berks County Court of Common Pleas

John MacDonnell, Ph.D.
Clinical Director

Cynthia C. Phillips, Director of Training & Development
Boscov's Department Stores

Richard F. Small, Ph.D., ABPP, Psychologist
Spring Psychological Associates

Allison Snyder, Director of Training
East Penn Manufacturing Co, Inc.

Jeffrey L. Sternlieb, Ph.D., Psychologist/Consultant
MetaWorks

Pam Story
Concern

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<http://www.berks.psu.edu/faculty/jGarner/jGarner.html> -Website

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<http://www.berks.psu.edu/faculty/bRussell/bRussell.html> -Website

Quick Links/Contacts

Penn State Berks Links and Contacts:

Penn State Berks Campus Main Site

<http://www.bk.psu.edu/>

Penn State Berks B.A Applied Psychology Site

<http://www.bk.psu.edu/Academics/Degrees/baccpsych.htm?cn215>

Career Services Site

<http://www.bk.psu.edu/StudentServices/CareerServices/careers.htm?cn215>

Perkins Student Center

Room 10

610-396-6019

Disability Services Site

<http://www.bk.psu.edu/StudentServices/disabled.htm?cn265>

Franco Building

Room 153

610-396-6410

Learning Center Site

<http://www.bk.psu.edu/StudentServices/LRC/lrc.htm?cn268>

Franco Building
Room 169

Registrar Site

<http://www.bk.psu.edu/Academics/registrar.htm?cn2>

Franco Building
Room 125
610-396-6085

Academic Advising

<http://www.bk.psu.edu/Academics/Advising/advising.htm?cn211>

Franco Building
Room 161
610-396-6280

Financial Aid

<http://www.bk.psu.edu/Admissions/FinancialAid/aidwelcome.htm?cn23>

Perkins Student Center
Room 6
610-396-6070

Personal Counseling Center

<http://www.bk.psu.edu/StudentServices/counseling.htm?cn26A>

Perkins Student Center
Room 10
610-396-6082

Writing Center

Franco Building
Room 167
610-396-6029

Other Psychology Links

American Psychological Association

<http://www.apa.org/>

American Psychological Association Insurance Trust

<http://www.apait.org/apait/products/incomeprotection/detail.aspx>

Association for Psychological Services

<http://www.psychologicalscience.org/>

Graduate Record Examination

<http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnnextoid=b195e3b5f64f4010VgnVCM10000022f95190RCRD>

Criminal Background Check

<http://www.psp.state.pa.us/psp/cwp/view.asp?A=4&Q=48275>

Child Abuse History Clearance

<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf>

PSI CHI, National Honor Society in Psychology

<http://www.psichi.org/home.asp>