

# Why Choose Scranton Psychology?



# Choose Scranton for Individual Attention


- Small classes & seminars
- Award-winning professors
- Mentoring:
  - Student research
  - Teaching assistantships
  - Internships
- Personal advising:
  - Individual advising with Psych faculty
  - Career Development Seminar



**Dr. Bryan Burnham** works with undergraduate students in psychology laboratory courses to replicate studies published in academic journals.







**Political  
Psychology  
Honors Course  
Field Trip**



# Mentoring in Research

- Faculty-Student Research Program
- Presidential Summer Research Awards
- Student conference presentations
- Co-authoring journal articles

### Predictors of PCIT Completion in a Community Setting: A Pilot Study

Katrina Covello, Cornea Wolff, & Christie P. Karpiak  
University of Scranton | Friendship House\*

**Abstract**  
PCIT is an evidence-based treatment for behavior problems in young children. However, many parents who have children with early onset conduct problems do not seek treatment. This study examined predictors of PCIT completion in a community setting. The study included 100 children and their parents. Results showed that parents who were employed, had higher income, and had higher education levels were more likely to complete PCIT. Additionally, parents who had children with higher IQ and who were more motivated to seek treatment were also more likely to complete PCIT.

**Introduction**  
Behavioral problems in young children are a common concern for parents. Early onset conduct problems can lead to long-term difficulties. PCIT is an evidence-based treatment that has been shown to be effective for young children with conduct problems. However, many parents do not seek treatment, which can lead to long-term difficulties for their children.

**Method**  
This study included 100 children and their parents. The children were between the ages of 3 and 5 years old. The parents were recruited from a community setting. The study included a baseline assessment and a follow-up assessment. The baseline assessment included information about the child's behavior, the parent's motivation to seek treatment, and the parent's demographic information. The follow-up assessment included information about the child's behavior and the parent's motivation to seek treatment.

**Results**  
The results of the study showed that parents who were employed, had higher income, and had higher education levels were more likely to complete PCIT. Additionally, parents who had children with higher IQ and who were more motivated to seek treatment were also more likely to complete PCIT.

### Prevalence, Structure, and Timing of the Careers in Psychology Course

Rory A. Platt, M.S., Robin H. Roberts, Ph.D., Kimer E. Stamm, PhD, Peggy Cervoni, Ph.D., Jessica C. Carey, BA, Kerr A. Dillon, & John C. Norcross, PhD  
University of Scranton, Scranton, Pennsylvania, United States

**Abstract**  
This study examined the prevalence, structure, and timing of careers in psychology. The study included 100 psychology majors. Results showed that 60% of students completed a psychology internship, 40% completed a research assistantship, and 20% completed a teaching assistantship. Additionally, 30% of students completed a graduate program in psychology, 10% completed a graduate program in a related field, and 60% did not complete a graduate program.

**Introduction**  
Psychology is a popular major for students. However, many students do not know what to do after they graduate. This study examined the prevalence, structure, and timing of careers in psychology.

**Method**  
This study included 100 psychology majors. The students were surveyed about their career plans. The survey included questions about whether they planned to complete a psychology internship, a research assistantship, or a teaching assistantship. It also included questions about whether they planned to complete a graduate program in psychology or a related field.

**Results**  
The results of the study showed that 60% of students completed a psychology internship, 40% completed a research assistantship, and 20% completed a teaching assistantship. Additionally, 30% of students completed a graduate program in psychology, 10% completed a graduate program in a related field, and 60% did not complete a graduate program.

### Parent-Child Interaction Therapy in a Community Setting: Early Engagement and Patterns of Change

Katrina Covello, Emma Long, Just Golden, Cornea Wolff, Christie P. Karpiak, & Jessica Goldschlager  
University of Scranton | Friendship House

**Abstract**  
Parent-Child Interaction Therapy (PCIT) is an evidence-based treatment for behavior problems in young children. This study examined early engagement and patterns of change in PCIT. The study included 100 children and their parents. Results showed that parents who were more motivated to seek treatment and who had children with higher IQ were more likely to engage in PCIT. Additionally, parents who engaged in PCIT earlier showed greater improvement in their children's behavior.

**Introduction**  
Parent-Child Interaction Therapy (PCIT) is an evidence-based treatment that has been shown to be effective for young children with behavior problems. However, many parents do not engage in PCIT, which can lead to long-term difficulties for their children.

**Method**  
This study included 100 children and their parents. The children were between the ages of 3 and 5 years old. The parents were recruited from a community setting. The study included a baseline assessment and a follow-up assessment. The baseline assessment included information about the child's behavior, the parent's motivation to seek treatment, and the parent's demographic information. The follow-up assessment included information about the child's behavior and the parent's motivation to seek treatment.

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# Faculty & Students present at the Eastern Psychological Association (EPA)

## Preadmission Interview Policies of APA-Accredited Programs: You Will Be Interviewed!


Jake S. Ziede, John C. Norcross, & Michael A. Sayette

### Introduction

The admission interview remains an integral part of the graduate application process, despite its questionable reliability and predictive validity (Schwartz et al., 2014). The admission interview in professional psychology is rarely studied, yet program directors and applicants hold strong and diverse opinions about its value (e.g., Helms & Pechura, 2008; Rickard & Mahan, 1982).

A 2004 study examined the interview policies of 283 APA-accredited programs in clinical, counseling, and combined psychology (Oliver et al., 2005). 64% of doctoral programs required a preadmission interview. However, no analyses were reported between Ph.D. and Psy.D. programs, nor among clinical and counseling psychology programs. Moreover, value-conforming capabilities were not widely available in 2005.

The present study was designed to investigate and update the interview policies of APA-accredited programs and, further, to examine their admission policies as a function of program degree, subfield, and other characteristics.



### Results

- Overall, 99% of APA-accredited doctoral programs required preadmission interviews, only 1% did not.
- This prevalence indicates a slight increase since 2004 when 95% of programs required the interview prior to admission (Oliver et al., 2005).
- The interview medium remains overwhelmingly in-person: 27% of programs mandated in-person interviews, and 57% strongly preferred in-person interviews but would accept phone or interview if necessary (Figure 1).
- At the same time, there was evidence of a gradual policy transition in accepting alternative interview formats. A few programs (7%) require and many programs (77%) now permit videoconferencing in lieu of in-person interviews.
- Analyses of interview policies across degree awarded and psychology subfield revealed several statistically and practically significant differences. These are summarized in Table 1.
- Clinical psychology programs were more likely to require in-person interviews than the counseling psychology programs (100% vs. 19%) as were Psy.D. programs compared to Ph.D. programs (100% vs. 29%). However, these two variables were confounded. Thus, the one finding is that clinical Psy.D. programs were most likely to mandate in-person, on-site interviews and not permit videoconferencing alternatives.
- There were no significant associations between program competitiveness (e.g., acceptance rates, percent of students accepted into APA-accredited internships) and interview policies.

### Discussion

Practically all accredited health-service psychology doctoral programs require interviews prior to admission. You will be interviewed!

Interview interviews continue at the moment, with some evidence of increasing flexibility toward value-conferencing.

Doctoral applicants need to know this information prior to application, particularly for those applying for the Psy.D. in clinical psychology. The newly universal requirement for preadmission interviews in these subfields of psychology stand in marked contrast with the policies of other psychology programs (American Psychological Association, 2019).

Clinical and counseling psychology applicants need to acquire or save money since a mere 10% of health-service programs pay for applicant travel to preadmission interviews (Rickard & Warburton, 1991).

Several limitations of the study should be considered. Our findings pertain only to APA-accredited psychology programs. Thus, these findings should not be generalised to master's programs or non-health service subfields.

The results rely on the self-reports of institutional representatives, typically training directors or program coordinators.

### Methods

We surveyed training directors of APA-accredited doctoral programs in clinical, counseling, and combined psychology in spring 2017. The survey included a 7-point rating on the program's position on the practice-research continuum (1 = practice emphasis, 4 = equal emphasis, 7 = research emphasis) and questions on preadmission interview policy.

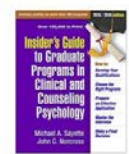
The response rate was over 90%, in part attributable to the fact that program reports were published in the *Journal's Guide to Graduate Programs in Clinical and Counseling Psychology* (Owens & Norcross, 2018).

In spring 2019, we emailed the same survey to training directors of newly accredited APA programs (n = 18) and doctoral programs that either closed or lost APA accreditation since 2017. The response rate for newly accredited programs was 67% (n = 12).

The final sample consisted of 236 clinical, 68 counseling, and 11 combined psychology programs accredited by APA.

**Table 1. Interview Policies by Psychology Subfield and Degree Awarded**

	Required or Preferred In Person	Required or Preferred Phone or Interview	Required or Preferred Videoconferencing	Not Required
Clinical	100%	0%	0%	0%
Counseling	19%	77%	4%	0%
Combined	100%	0%	0%	0%
Ph.D.	29%	70%	1%	0%
Psy.D.	100%	0%	0%	0%



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## Tire Pressure Field Experiment Testing the Effectiveness of Acknowledgement of Resistance

Carly Boek & Jessica M. Nolan, PhD.  
The University of Scranton

### Introduction

Behavior change can occur by increasing persuasion using Alpha strategies or decreasing resistance using Omega strategies (Knowles & Linn, 2004). Alpha strategies add something to the request that makes people want to approach the behavior. In comparison, Omega strategies remove something aversive that makes people less likely to avoid the requested behavior. An Omega strategy known as the acknowledgment request works to diffuse resistance by simply recognizing the resistance being experienced by the target of the compliance request. For example, Knowles and Riner (2007) had a student experimenter approach pedestrians and ask if they would mail a letter. In the standard request condition, 71% of people agreed; whereas, in the acknowledgment condition, 100% of people agreed.

### Abstract

We tested the effectiveness of the acknowledgment technique when requesting to check tire pressure. Participants were approached while returning to their vehicles at on-campus parking lots and were randomly assigned to one of two conditions: the acknowledgment condition or the control condition. Contrary to previous research, results showed that the acknowledgment request did not increase compliance rates compared to the control condition.

### Results

Of the 218 (85.5% Male, 61.5% Female) individuals approached by the experimenter, 56.9% agreed to talk and of those, a little over 37% agreed to have their tire pressure checked. Over 80% of those who agreed to talk accepted a free tire gauge and the tire safety brochure.

A chi-square analysis on response showed a non-significant effect across the two conditions  $\chi^2(1, N = 120) = 0.068, p = 0.794$ . Participants in the control condition complied about as much as participants in the acknowledgment condition (see Table 1). Of the 45 individuals who complied, 12.2% had 1 or more tires that were underinflated and 13.5% had 1 or more tires that were overinflated.

Additionally, there was not a significant effect across the conditions (or participants who accepted the free tire gauge,  $\chi^2(1, N = 120) = 1.134, p = 0.287$ . Nor was there a significant effect found across both conditions for participants who accepted the tire safety brochure,  $\chi^2(1, N = 120) = 0.012, p = 0.912$ .

### References

Knowles, F. S., & Linn, J. A. (2004). Approach-avoidance model of persuasion: Alpha and Omega strategies for change. In E. S. Knowles & J. A. Linn (Eds.), *Resistance and Persuasion* (pp. 117-148). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Knowles, F. S., & Riner, D. D. (2007). Omega approaches to persuasion: Overcoming resistance. *The Science of Social Influence: Advances and future progress*, 83-114.

### Table 1: Number of Participants Who Agreed to Each of Three Requests

Condition	Yes	No	Total
<b>Would you like me to check your tire pressure?</b>			
Control	23 (36.67%)	38	60
Acknowledgement	22 (38.98%)	36	59
<b>Total</b>	45 (37.50%)	75	120
<b>Would you like a free tire gauge?</b>			
Control	46 (79.31%)	12	58
Acknowledgement	52 (86.67%)	8	60
<b>Total</b>	98 (82.80%)	20	118
<b>Would you like a tire safety brochure?</b>			
Control	49 (85.96%)	8	57
Acknowledgement	52 (86.67%)	8	60
<b>Total</b>	101 (86.80%)	16	117



# Scranton Students & Faculty Present Research Around the Nation



## Content Analysis Of 1,000+ Proenvironmental Behavior Articles

Carly Bock, Olivia Basalyga, Nicole DiSanto, Charlotte Hacker, Allie Hotchkiss & Jessica M. Nolan, PhD.  
The University of Scranton



**Introduction**  
Research in the field of pro-environmental behavior (PEB) has grown exponentially in the last 50 years (see Figure 1). Broadly speaking, PEB includes engaging in acts that benefit the environment, such as recycling and avoiding acts that harm the environment, such as air travel (Lange & Dewitte, 2019).

Lange and Dewitte (2019) provide an overview of PEB measurement approaches. These include field observation methods, laboratory assessments, and self-report measures. Self-report measures of PEB can target different behavioral properties (e.g., frequency). Furthermore, questions can refer to different time frames and specificity. Several psychometrically valid standardized scales have been created to assess PEB, including the Pro-Environmental Behavior Scale (PEBS; Markel, 2013), The Environmental Action Scale (EAS; Alist & Kiemer, 2015), and The General Ecological Behavior Scale (GEB; Kaiser, 1996). The purpose of this research is to investigate the extent to which these and other standardized measures of PEB have been utilized in the published research on PEB.

**Method**  
An aggregate search of the Web of Science Social Science Citation Index using 17 terms for environmental behavior (the nine listed in Figure 1 and the same terms with the British spelling "behaviour"). A total of 1455 articles were retrieved from 1972-2015.

First, the abstract and methodology section of each article was reviewed to determine if PEB was measured. Criteria included mentions of human behavior or decision making in an environmental context, explicit statement that behavior was measured, or mentions of a specific PEB scale. Measurement of PEB was classified as self-report, observed actual behavior, or both. Articles were coded as using self-report if data was collected regarding what people have done, are doing or plan to do to protect the environment. These include behavioral intentions, past behavior/habit, actual behavior, and the behavior of non-individuals. For example, "In the past 4 weeks, how often did you X?". Where "X" is some behavior related to environmental protection (e.g., recycling). If PEB was measured with a self-report, it was further classified by the type of scale used and the number of items. If an article used items from a previously used scale that reference was noted. Self-report scales were classified as standardized scales, ad hoc scales, previously used ad hoc scales, adapted ad hoc scales, modified standardized scales, or (in rare cases) cannot be determined. It was also recorded if the article provided the full scale, partial scale (e.g., sample items), or no scale. Articles were coded as measuring actual behavior if they used methods such as measuring energy consumption from energy bills or reading electricity meters.

**Abstract**  
This research reviews the existing literature on pro-environmental behavior. 1,455 articles were retrieved from the Web of Science from 1971-2015. Articles measuring PEB were classified as using self-report, observable behavior, or both. Self-report measures were categorized by the type of scale. Preliminary analysis of 1,061 records revealed that the majority of PEB measures were self-report. Over half of the self-report measures were ad hoc scales, while only a small percentage of utilized standardized scales.

Figure 1: Growth in Research on PEB from 1971 to 2015

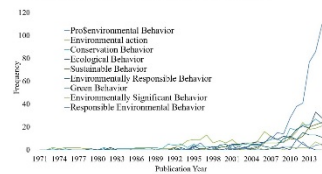


Table 1: Percentages of Self-Report Scale Types

Type of Scale	Percentage
Ad Hoc	57.29%
Adapted Ad Hoc	13.95%
Previously Used Ad Hoc	10.78%
Standardized	10.78%
Modified Standardized	7.19%

**Results**  
Preliminary analysis of the 1,061 articles revealed that 88.50% of articles coded as measuring PEB utilized self-report measures and 12.39% measured actual behavior. Of the self-report measures, ad hoc measures made up the largest portion of scales, then adapted ad hoc, previously used ad hoc, standardized, and modified standardized. See Table 1. On average, scales included 10.87 items (median = 7, mode = 3). The minimum number of self-report scale items was 1 and the maximum number of items was 71. A little over half of the articles included the full scale (see Table 2).

**Discussion**  
Pro-environmental behavior research began in the 1970s and has continued to grow exponentially. Our preliminary results suggest that most of the articles reviewed measure PEB by self-report, more than half of which is measured using ad hoc scales. While there are existing standardized scales to measure PEB, researchers may be unaware of their existence, believe the scales are too long (e.g., GEB), or may want to capture a specific PEB, and thus, make up their own measures. However, using standardized measures of increase confidence in our conclusions as the field continues to grow.

Table 2: Percentages of Provided Self-Report Scales

Scale Provided	Percentage
Full Scale	54.80%
No Scale	23.60%
Partial Scale	19.80%



### References

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Lange, L., & Dewitte, S. (2019). Measuring pro-environmental behavior: Review and recommendations. *Journal of Environmental Psychology*, 63, 92-100.  
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Presented at the 2020 Eastern Psychological Association Conference contact: jessica.nolan@scranton.edu

## Cognitive Patterns Associated with Autism-Spectrum and ADHD Tendencies in Non-Clinical Young Adults

Regina M. Fasano, Sarah L. Bachman, John K. Burke, & Christie P. Karpiak  
The University of Scranton

**Abstract**  
Sixty-four young adults completed measures of symptoms associated with autism and ADHD, tests of working memory, and cognitive tests of reaction time and response accuracy. As expected, ASD and ADHD characteristics were positively correlated. The combination of reaction time and response accuracy on cognitive tests corresponded with ASD symptoms but not with those of ADHD. In this non-clinical sample, participants higher on the AQ performed better on cognitive tests than those lower on the AQ.

**Introduction**  
Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) commonly co-occur, and there is substantial evidence of overlap in implicated genes and brain function (summarized in May et al., 2016). Some researchers (e.g., Rommelse et al., 2016) have suggested they are alternate manifestations of the same underlying disorder. Variations in the traits or characteristics of both of these developmental conditions are present in the non-clinical population, and are seen in adults as well as children. Recently, researchers have recognized the importance of identifying comorbid ADHD + ASD in their studies; the comorbid group might have different (not simply additive) cognitive characteristics than either condition alone (May et al., 2016). Cognitive findings from clinical samples have not yet produced consistent results. Several have found that social processing deficits occur in both conditions and are not useful differentiating ADHD from ASD. Response inhibition also hasn't fares well for differentiation; it instead seems to be a problem for either condition, and more impaired in the comorbid group. Working memory remains an open question.

A recent study by Rommelse et al. (2016) employed a different approach: they reversed the usual process of finding differences in cognitive ability in groups based on DSM symptoms and classifications; instead they formed groups of individuals based on their cognitive performance. They tested cognitive abilities in a large sample of children with ASD and/or ADHD, and in non-clinical children. They aimed to reveal the "cognitive subtypes underlying clinical symptom expressions."

Using LCA they identified categories from the combination of several measures. The categories were present in the clinical and non-clinical samples. The response speed/accuracy tradeoff was the most useful metric for differentiating between the categories.

Response speed/accuracy tradeoff differentiated between ADHD and AQ traits in the clinical sample but not in the non-clinical sample.

The current study used parallel cognitive measures to those of Rommelse - measures for adults rather than children. We were interested in whether the categories of cognitive abilities and the centrality of response speed/accuracy tradeoff would replicate in adults.

**Method**  
**Participants**  
64 University of Scranton students (20 men, 44 women)  
Mean age: 19.86 years  
Three participants reported a formal diagnosis of ADHD, and 11 reported a biological sibling or parent with ADHD.

**Measures & Procedure**  
Measures were selected to mirror as much as possible the measures Rommelse et al. (2016) used with samples of children.  
Participants completed the Autism Spectrum Quotient (AQ; Baron-Cohen) and the Conner's Adult ADHD Rating Scale (CAARS) self-report long form.  
Digit Forward and Backward and Trails A & B were administered.  
Finally, participants completed the Attention Network Test (ANT) and Go/NoGo (GNG) computer-administered cognitive tasks in a counterbalanced order.  
In the ANT, specific keys are pressed on either side of the keyboard, corresponding to the target's direction. A mid-screen cross precedes each trial with a star above it, below it, or both. Congruent, incongruent, or neutral flankers then appear with the target, either in the same or opposite position of the star(s). (See Figures 1 & 2).  
In the GNG, a classic, widely-used test of visual attention.  
Response time (speed), accuracy (errors), inhibition, and short-term and working memory were obtained for each participant from these multiple measures.  
Response speed/accuracy tradeoff was calculated following the procedure outlined in Rommelse et al. (2016).

**Results**  
Participants reported typical scores on the AQ (M = 17.52) and all eight scales of the CAARS (Mean T-scores from 47.05 to 52.17). Scores on the AQ and CAARS were positively correlated.

**Discussion**  
Adults show correlations between traits of the autism spectrum & ADHD.  
Cluster analysis revealed the first three categories that were found by Rommelse et al., but not the fourth (a low speed, low accuracy group). This could be due to use of a cluster analysis (Rommelse used CFA) or a university sample. In any case, the clusters in this pilot should be viewed with healthy skepticism given the sample size.  
Like the Rommelse group, we found that a simple indicator of the response time/accuracy tradeoff very clearly differed between the clusters, supporting their assertion that useful cognitive testing could include many fewer measures than are typically administered now.  
Like the Rommelse findings for the non-clinical group, the time/accuracy tradeoff did not correlate with AQ and CAARS.  
However, working "backward" with groups created from the AQ and CAARS, we found that the speed/accuracy tradeoff differed significantly between groups that were high on one trait and low on the other.  
AQ traits (without ADHD traits) corresponded with high accuracy and low speed, while ADHD traits without AQ showed low accuracy and high speed. Eventually, cognitive testing might help separate comorbid groups from those that evidence one condition but not the other.

Figure 1

Figure 2

**Limitations**

- A much larger sample size is needed; these results suggest it is worthwhile to collect one.
- Because all participants were college students, their attention and working memory may be inherently different than an adult who never received higher education.
- Given that over two-thirds of the participants were women, gender differences in cognitive abilities may have influenced the study.
- Students were tested at different times of the day throughout the week, which could have led to disparities in performance due to varying levels of participants' fatigue.

**References**

Rommelse, N.M.J., van der Sluis, S.M.A., Buitrago, C.C., Achenbach, T.M., 2016. Cognitive profiles of children with comorbid autism spectrum disorder and attention deficit hyperactivity disorder. *Journal of Abnormal Psychology*, 125, 107-120.  
May, S.E., Hancock, P.A., Robinson, J.L., 2016. The overlap of associated genes in autism spectrum disorder and attention deficit hyperactivity disorder. *Journal of Abnormal Psychology*, 125, 107-120.

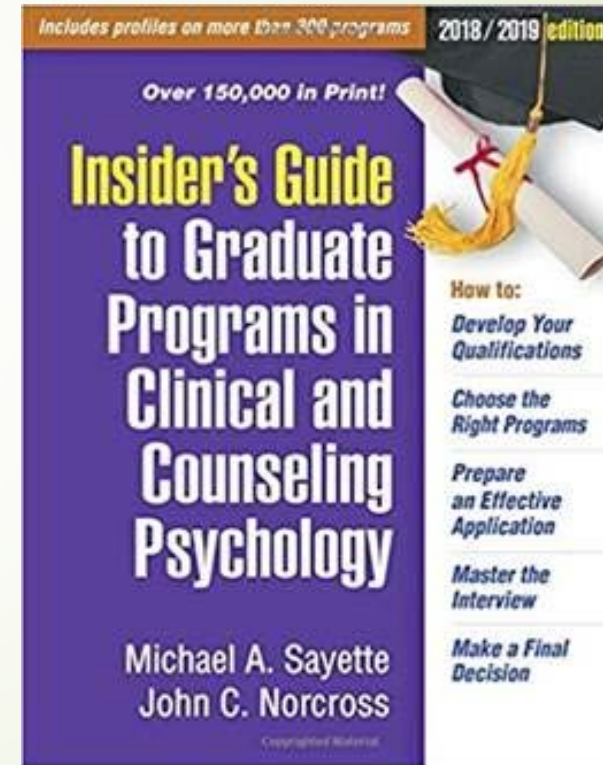
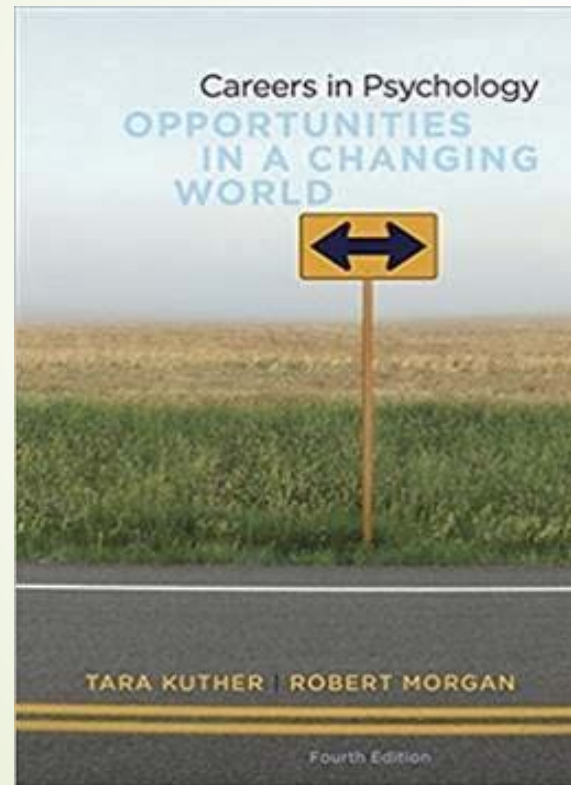
# Teaching Seminar & Student-Faculty Teaching Mentorship Program



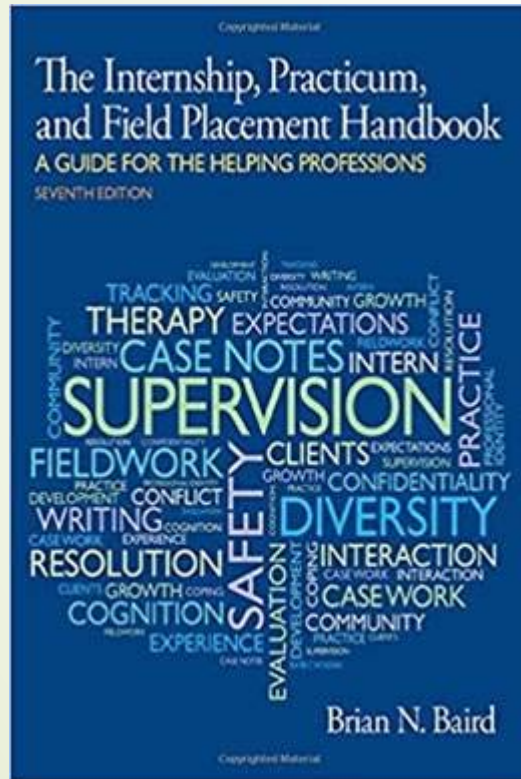


# Career Development Seminar

(Fall semester of junior year)



# Internships for Credit



## **Field Experience in Clinical Settings**

Students placed for academic credit in child treatment centers, psychiatric hospitals, mental health centers, substance abuse clinics, partial hospitalization programs, school districts, autism services, forensic prisons, residential facilities, group homes, and more

## **Field Experience in Applied Settings**

Student placements in personnel offices, speech & language centers, aging agencies, wellness programs, institutional research offices, sports education, women's resource & advocacy centers



# Award-Winning Professors



Two Carnegie Pennsylvania  
Professors of the Year

Multiple University of Scranton  
Provost Teaching Awards

# Choose Scranton for Flexibility

## Pursue what interests you

- Courses and opportunities in:
  - Cognitive Psychology & Behavioral Neuroscience
  - Social, Developmental, & Evolutionary Psychology
  - Clinical, Health, & School Psychology
- Double majors & minors
- Honors programs
- Study abroad
- Summer placements





# Cognitive Psychology & Behavioral Neuroscience

**Some of our courses in these subjects:**

Behavioral Neuroscience  
Psychology of Language  
Cognitive Psychology  
Psychopharmacology  
Cognitive Neuroscience  
Sensation & Perception

(The Psychology Department co-manages the Neuroscience Major)



# Social, Developmental, & Evolutionary Psychology

Some of our courses in these subjects:

Social Psychology

Lifespan Development

Evolutionary Psychology

Industrial/Organizational Psych

Environmental Psychology

Psychology of Diversity

Playful Learning

Psychology of Women





# Clinical, Health, & School Psychology

## Some of our courses:

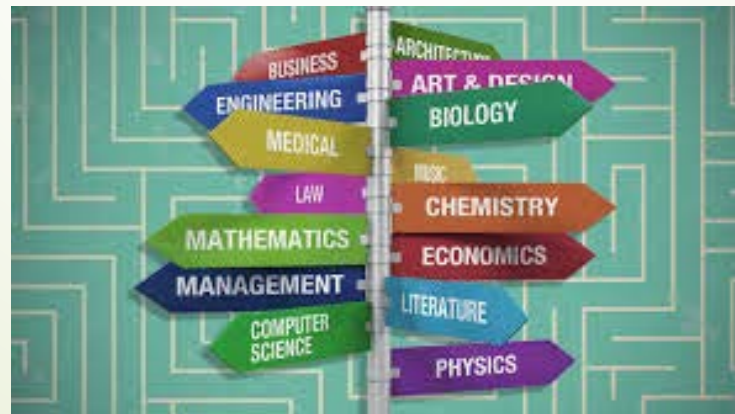
- Personality
- Abnormal Psychology
- Health Psychology
- Psychological Testing
- Clinical Psychology
- Positive Psychology
- Child Clinical Psychology
- Forensic Psychology



# Minors & Concentrations Galore

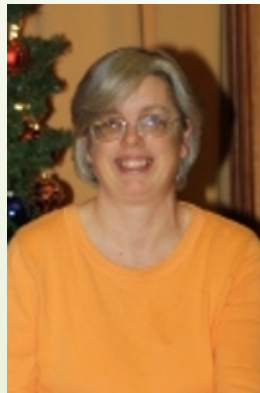
The Department recommends that psychology majors have a minor or concentration to organize their electives, enhance their marketability, and match their career interests.

50+ possibilities, including Business, Human Services, Criminal Justice, Pre-Law, Education, Biology, and so on



# Concentrations Directed by Psychology

- Lifespan Development Carole S. Slotterback, Ph.D.
- Environmental Studies Jessica M. Nolan, Ph.D.
- Integrated Data Analysis Patrick T. Orr, Ph.D.





# Apply Your Knowledge in Community-Based Learning



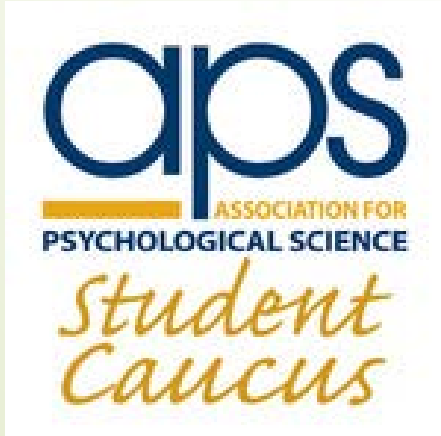
# Choose Scranton for Leadership Opportunities (and Fun!)



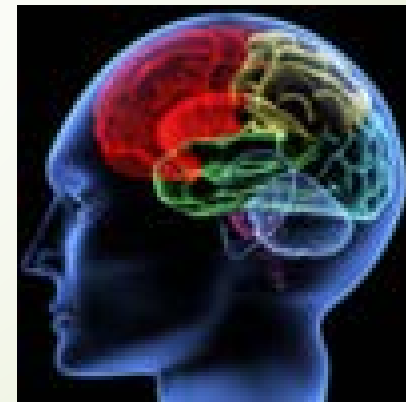


# 3 Student Clubs

Annual Welcome BBQ



Christmas Toy Drive



Psychology Club



# Psi Chi International Honor Society



# Kids Judge! Neuroscience





# Annual Senior Social





# “Why I chose Scranton Psych”

*Our alumni speak...*



# Karen Hudzinski

M.S. in Consumer and Industrial Psychology,  
Cleveland State University

Current Position: Manager, Consumer Insights and  
Customer Engagement, Macy's



*“One highlight of my experience as a psychology major was the time I spent on research projects with my mentor.”*

# Jennifer McLaren

Psy.D. in School Psychology, Alfred University

Current position: Director of Outpatient Services, Center for Autism  
Licensed psychologist, Certified School Psychologist



*"Scranton is unique because faculty regularly mentor undergraduates as research and teaching assistants; opportunities that may not be available at larger universities with grad programs."*





## Ryan Pohlig

Ph.D. in Research Methodology, University of Pittsburgh

Current Position: Manager, Biostatistics Core, College of Health Sciences at the University of Delaware

*"I fondly recall the interactions shared with Psych faculty members, who treated the students with a respect and dignity not often found in higher education."*

# Laura Rozelle

Ed.M. in School Psychology, Columbia University

Current Position: School Psychologist, MaST Community Charter School



*"My time at Scranton continues to impact my everyday life in the critical thinking skills and scientific methods taught to me."*





## Allison Smith

Ph.D. in Clinical Psychology, University of Rhode Island

Current position: Attending Psychologist, Mayo Pediatric Pain Rehabilitation Center / Clinical Faculty, Harvard Medical School

*"As a student at Scranton, I felt like I was part of something bigger than myself. In this department... it felt like being part of a family."*

# Choose Scranton for Impressive Outcomes

U of S psych graduates immediately go to:

- full-time employment (50%)
- graduate school (50%)

Flexible curriculum & individual mentoring lead to impressive career outcomes!



# Affiliation with PCOM

Qualified psych majors can start their **School Psychology** M.S. or APA-accredited Psy.D. at Philadelphia College of Osteopathic Medicine after their third year.

Like the University's law school affiliations, these agreements enable students to complete a grad degree one year earlier by counting their first-year graduate credits toward completion of their B.S. degree.





# Learning & Success

- ◆ Our graduates' knowledge of psychology = 75<sup>th</sup> percentile nationally
- ◆ Half of psych majors serve as Teaching Assistants
- ◆ Our majors grade the overall psychology program a 3.5





**Full-time Psychology Faculty**

For more information on  
Scranton's Psychology  
Department, please visit  
[www.scranton.edu/academics/  
cas/psychology/](http://www.scranton.edu/academics/cas/psychology/)

or call the Department directly  
at 570-941-7630.

