



SKIDMORE
C O L L E G E

PSYCHOLOGY DEPARTMENT

Hello and welcome to the Department of Psychology at Skidmore!

Our goal is to help students understand the exciting and quickly changing field of psychological science. We provide psychology majors a foundation in experimental methodology and scientific writing early in their curriculum to prepare them for the advanced-level courses and research experiences that are critical to understanding and conducting psychological science.

Here are some examples of the opportunities that our department offers to psychology majors:

- Participation in faculty research labs
- Senior thesis option (two-semester course)
- Senior seminar option (one-semester course)
- Summer collaborative research with faculty
- Collaboration with the Neuroscience Program
- Clinical psychology field experience placements (juniors and seniors)
- Recently revised and enhanced curriculum
- Colloquium series
- Psi Chi chapter
- Skidmore Psychology Student Network

CORE COURSES

To complete a major, students must take a **minimum of eleven courses in psychology**. Only two courses may be taken at other institutions. Included among the eleven are the following required core courses:

- PS 101 Introduction to Psychological Science
- PS 102 Colloquium in Psychological Science*
- PS 202 Statistics and Research Methods 1*

a Statistics and Research Methods 2* course:

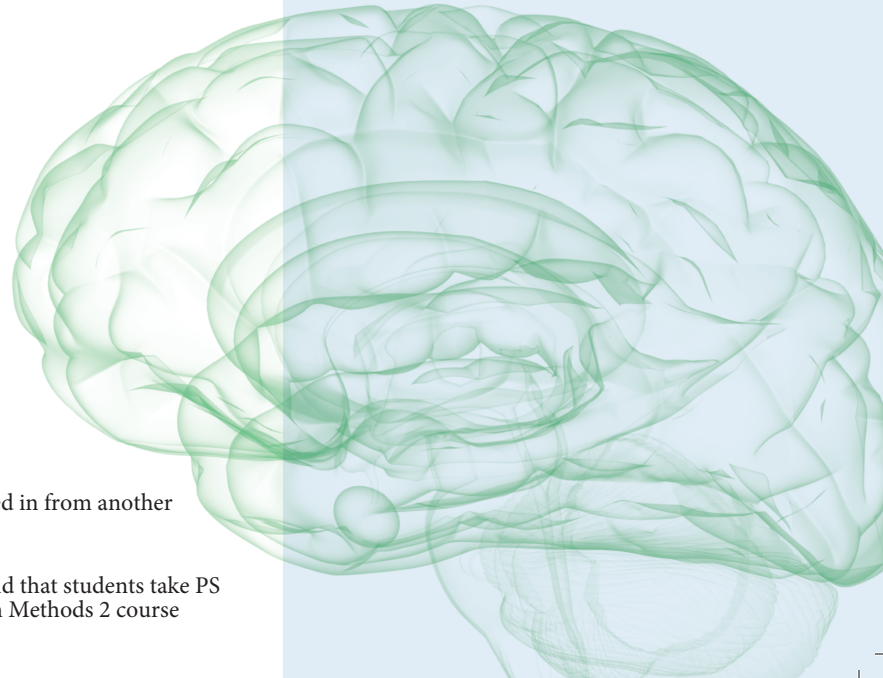
- PS 303 Research Methods 2: Intermediate Statistics
- PS 304 Research Methods 2: Physiological Psychology
- PS 305 Research Methods 2: Cognitive Development
- PS 312 Research Methods 2: Clinical Psychology
- PS 312 Research Methods 2: Positive Psychology
- PS 314 Research Methods 2: Psychology of Reading
- PS 320 Research Methods 2: Social Psychology
- PS 325 Research Methods 2: Perception
- PS 330 Research Methods 2: Memory

and the Senior Coda course:

- PS 365 Senior Coda: Rethinking Psychology*

* These courses must be taken at Skidmore and cannot be transferred in from another institution.

PS 101 is not waived for AP or IB psychology credit. We recommend that students take PS 202 by the end of their sophomore year. The Statistics and Research Methods 2 course must be completed by the end of junior year.



ELECTIVE COURSES

In addition to the Core, students must take three breadth elective courses,

with at least one course selected from Group 1 and at least one course from Group 2.

GROUP 1:

PERCEPTION/COGNITION/NEUROSCIENCE

- PS 212 Themes in Contemporary Psychology
- PS 213 Hormones and Behavior
- PS 218 Cognition
- PS 219 Health Psychology
- PS 221 Clinical Psychopharmacology
- PS 223 Evolutionary Psychology
- PS 225 Perception
- PS 231 Neuropsychology
- PS 232 Introduction to Cognitive Science
- PS 233 Cognitive Neuroscience
- NS 101 Neuroscience: Mind and Behavior

GROUP 2:

SOCIAL/DEVELOPMENTAL/CLINICAL/APPLIED

- PS 205 Social Psychology
- PS 206 Developmental Psychology
- PS 207 Introduction to Child Development
- PS 208 Adolescent Development
- PS 210 Personality
- PS 211 Applied Psychology
- PS 212 Themes in Contemporary Psychology
- PS 214 Psychological Disorders
- PS 215 Social Identity and Interaction
- PS 234 Developmental Disabilities and Autism

Students must take three 300-level courses, at least two of which must come from the following list of content-specific courses.

- PS 303* Research Methods 2: Intermediate Statistics
- PS 304* Research Methods 2: Physiological Psychology
- PS 305* Research Methods 2: Cognitive Development
- PS 311 Cognitive Behavioral Therapy
- PS 312 Advanced Study of Major Issues of Psychology
- PS 313 Psychology of Gender
- PS 314* Research Methods 2: Psychology of Reading
- PS 315 Clinical Psychology
- PS 317 Psychological Testing
- PS 320* Research Methods 2: Social Psychology
- PS 322 Positive Psychology
- PS 323 Psycholinguistics
- PS 325* Research Methods 2: Perception
- PS 328 Seminar in Clinical Psychology: Anxiety and Its Disorders
- PS 330* Research Methods 2: Memory
- PS 332 Cross-Cultural & Multicultural Psychology
- PS 334 Psychology of Religion
- PS 335 Psychology of Race
- PS 336 Music Cognition
- PS 337 Cross-Cultural Development
- PS 338 Language Development
- PS 339 Psychology of Bodies and Self
- PS 341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain

Additional 300-level courses

(these courses may count as one of the 300-level required courses if taken for 3 or 4 credits):

- PS 329 Clinical Psychology Field Experience
- PS 371 Independent Study In Psychology
- PS 373 Research Independent Study in Psychology
- PS 375 Senior Research Project I
- PS 376 Senior Research Project II
- PS 378 Senior Seminar
- PS 399 Professional Internship in Psychology

Additional elective courses in the major:

- PS 251 Special Seminar Series in Psychology
- PS 275 Exploratory Research Experience in Psychology
- PS 351 Special Advanced Seminar Series in Psychology
- PS 352 Meeting of the Minds

*If taken to fulfill the Statistics and Research Methods 2 requirement, a different course must be chosen to fulfill the 300-level requirement.

FACULTY

Lisa Chalik | VISITING ASSISTANT PROFESSOR

The development of social categorization, how social categories shape children's moral judgments, how cultural input facilitates conceptual development

Denise Evert | ASSOCIATE PROFESSOR

Hemispheric specialization for selective attentional and emotional processing, the influence of unattended information on the processing of attended information, spatial attention and global/local processing, the effects of music on autobiographical memory in Alzheimer's patients

Pablo Gomez | ASSOCIATE PROFESSOR

Perceptual decision-making as it relates to word recognition and haptic/tactile perception, development of quantitative tools in the form of models, analysis methods, and graphic representation of data

Rebecca Johnson | DEPARTMENT CHAIR AND PROFESSOR

Cognitive processes involved in normal skilled reading, cognitive neuropsychology of stroke-induced reading disorders, eye movements during reading

Abigail Kleinsmith | VISITING ASSISTANT PROFESSOR

Visual cognition, music expertise, eye movements during music reading, music cognition

Lucas LaFreniere | ASSISTANT PROFESSOR

Worry treatments and processes, ecological momentary interventions / smartphone interventions, savoring and clinical applications of positive psychology, cognitive-behavioral therapy, processes and applications of mindfulness

Hassan Lopez | PROFESSOR

Anticonvulsant effects of cannabidiol, biological basis of sexual attraction, motivation, and courtship behavior, especially in females, detrimental effects of chronic cannabinoid use in adolescence

Rachel Mann-Rosan | SENIOR TEACHING PROFESSOR

Developmental disabilities, autism spectrum disorders, dementia of the Alzheimer type, assessment and treatment for suicidality

Corinne Moss-Racusin | PROFESSOR

Diversity and gender roles, stereotyping, prejudice and discrimination, implicit social cognition

Daniel Peterson | ASSOCIATE PROFESSOR

Memory and cognition, memory retrieval, learning sciences

Mark S. Rye | PROFESSOR

The influence of forgiveness and gratitude on mental health, development and validation of positive psychology scales, program evaluation

Harrison Schmitt | ASSISTANT PROFESSOR

Culture, social class, policing, environmental justice, qualitative and quantitative methods

Casey Schofield | ASSOCIATE PROFESSOR

Mood and anxiety disorders, information-processing biases, promoting knowledge about anxiety disorders and evidence-based treatments

Hyeyoung Shin | VISITING ASSISTANT PROFESSOR

Intergroup prejudice and hierarchy beliefs, cultural norms; values and orientations; general and country/culture-specific processes in intergroup relations

Sheldon Solomon | PROFESSOR

Psychological function of self-esteem, effects of human awareness of death on thoughts, feelings, and behavior.

Jessica Sullivan | ASSOCIATE CHAIR AND PROFESSOR

Learning, language acquisition, cognitive and social development, education, parenting, and policy

Stephanie Vaughan | TEACHING PROFESSOR

Memory - testing effects, test-potentiated learning, proactive and retroactive interference, attentional boost effect, applying memory, attention, and learning principles to the classroom

Dominique Vuvan | ASSOCIATE PROFESSOR


Cognitive expectancy, neurocognition of music, auditory perception and production, relation between language and music

Leigh S. Wilton | ASSOCIATE PROFESSOR

Diversity, race, gender, and multiracial identity, social perception and intergroup relations

Erica H. Wojcik | ASSOCIATE PROFESSOR

Language acquisition, early word learning, semantic knowledge, memory development



Please visit our website to learn more
about the Psychology Department, the faculty,
and the students who make us what we are!



skidmore.edu/psychology