

# Psychology

“Unlike students attending institutions with a semester calendar, Cornell College students can devote one or two months entirely to research opportunities.”

*Melinda Green, Associate Professor of Psychology*

**P** sychology is a diverse field with career options ranging from research and behavioral health care to social service and public policy. The psychology major at Cornell fosters proficiency with research design and research methods, and promotes understanding of human thinking, emotion, and behavior.

Biology, sociology, chemistry, philosophy, ethnic studies, women’s studies, and politics are closely related to the field of psychology. Psychology is interdisciplinary in nature, and the psychology major at Cornell requires coursework in these related disciplines to create in-depth student understanding of psychological processes.

#### **BENEFITS OF ONE COURSE AT A TIME**

The One Course At A Time curriculum removes other academic priorities for students. Cornell students can devote one or two months entirely to psychology research opportunities or internships off campus. This allows them to work alongside some of the leading researchers in the country. Recently, Cornell students have completed research fellowships examining obesity among children, ADHD among college students, cognitive processes among nonhuman animals, and the effects of psychiatric medications on children. Students have completed internships working with individuals with developmental disabilities, working with children in the primary and secondary schools, at inpatient treatment facilities, and a variety of nonprofit organizations including women’s advocacy groups and homeless shelters.

The benefits of One Course At A Time are just as strong in the classroom. One

Course offers the freedom of long class periods, allowing professors to engage in a creative and flexible approach to teaching that incorporates a strong emphasis on experiential learning, project-based learning, and collaborative learning. Most class periods are a mixture of short lectures, film clips, demonstrations, and small group discussion. In some class periods students may use their psychological knowledge to train a virtual rat, practice counseling skills, or conduct their own original research projects. Cornell faculty can incorporate complex experiential projects that would not be possible on a more traditional learning schedule.

#### **CURRICULUM HIGHLIGHTS**

Carol Enns, professor of psychology at Cornell, was a member of the American Psychological Association task force that developed the national guidelines for undergraduate education in psychology, which has allowed the department to have greater insight into the principles guiding quality education in psychology. A focus on incorporating recommended program elements, combined with a focus on high quality teaching, has led to the development of an exceptional psychology curriculum at Cornell.

Psychology majors typically complete three to five guided original research projects. Some students exceed this number, including students on faculty-student research teams and those who pursue fellowships or internships with research emphases. The topics of student research projects vary widely, from the use of electrocardiography to examine stress on cardiovascular functioning to an amusement park study designed to examine arousal and attraction.

Psychology faculty regularly engage students in active learning. Students may apply psychological knowledge to

## *Faculty Bios & Courses*

### **BILL DRAGON**

*Professor of Psychology*

Works in the area of social-cognition. Recent research examines the social scripts people follow when looking for a dating partner in traditional and nontraditional social situations. Teaches Fundamentals of Psychological Science, Intimate Relationships, Social Neuroscience, and Research Methods. Ph.D., social psychology, Bowling Green State University.

### **ALICE GANZEL**

*Associate Professor of Psychology*

Researches adolescent decision making. Teaches Fundamentals of Psychological Science, Child Psychology, Adolescent Psychology, and Adult Development. Ph.D., developmental psychology, University of Nebraska, Lincoln.

### **MELINDA GREEN**

*Professor of Psychology*

Studies the biological, psychological, and sociocultural predictors of eating disorder behaviors, eating disorder treatment and prevention, and eating disorder-related cardiac risks. Works with student researchers to present and co-author journal articles on this topic. Teaches Health Psychology and Behavioral Medicine, Psychology of Women and Gender, Research Methods 2, Abnormal Behavioral Neuroscience, Abnormal Psychology, Senior Seminar, and Counseling and Psychotherapy. Ph.D., counseling psychology, Iowa State University.



train a virtual rat, dissect a sheep brain to learn about neural anatomy, observe the interactions of children to understand developmental processes, visit an imaging facility to learn about the assessment of neural function, or travel to sites across Europe to learn about the psychological underpinnings of the Holocaust.

#### RESEARCH

Students at Cornell College have the opportunity to participate in undergraduate research either alongside Cornell professors or independently. Each year students present their research results at the Cornell Student Symposium. Many students also present their research results at other local, regional, and national research conferences. In recent years students have presented at annual conferences of the Midwest Psychological Association, the Association for Psychological Science, American Psychological Association, the TriState Undergraduate Research Conference, the International Conference on Eating Disorders, the Iowa Psychological Association, and more. Several have been primary authors or co-authors on peer-reviewed journal articles published in well-respected psychology journals. Many Cornell students are selected for graduate study at top-tiered programs in psychology and in closely-related fields. Several have received very distinguished national and international scholarships and fellowships. Recent assessment data indicate 98 percent of Cornell psychology majors seeking employment after graduation were employed. Data further indicate 40-77 percent of Cornell psychology majors pursued graduate or professional education.

#### INTERNSHIPS/FELLOWSHIPS

Cornell students receive strong support for high-level research and internship experiences, and Cornell's One Course At A Time curriculum further extends these opportunities because students immerse themselves full-time in internships for a block or longer. Students can receive credit for applying psychological principles in a real-world setting by participating in practicum settings such as Planned Parenthood, Waypoint Women's Shelter, and St. Luke's Hospital Child Protection Center. These represent just a few of the local practicing sites where Cornell students have received applied training. Many of our students have received applied training at numerous other local, regional, national, and international sites.

The Cornell Fellows program provides students with access and funding to pursue world-class fellowship opportunities. The interest areas

of previous Fellows in psychology have varied from the study of human nutrition at the Baylor College of Medicine to the impact of antipsychotic medication on blood vasculature in the department of psychiatry at the University of Iowa.

#### AFTER CORNELL

##### ALUMNI CAREERS

Behavior technician, UCP Seguin of Greater Chicago (Class of 2017)

Development assistant, Americorps VISTA, Chicago (Class of 2017)

Direct support provider, The MENTOR Network, Zimmerman, Minnesota (Class of 2017)

Research assistant and lab manager, Northwestern University, Evanston, Illinois (Class of 2017)

Behavior technician, Judson Center, Ann Arbor, Michigan (Class of 2017)

Issue resolution analyst, Western Paper Distribution, Denver, Colorado (Class of 2015)

Behavioral health specialist, Four Oaks, Cedar Rapids, Iowa (Class of 2015)

Director of wellness services, Trine University, Davenport, Iowa (Class of 2013)

Senior specialist, health care program development and implementation, Target Corporation, Minneapolis, Minnesota (Class of 2013)

Treatment counselor, Tanager Place, Cedar Rapids, Iowa (Class of 2012)

Shelter care specialist, Aunt Martha's Youth Service Center, Aurora, Illinois (Class of 2012)

Genetic counselor, department of pediatrics, University of Iowa Hospitals and Clinics, Iowa City (Class of 2012)

##### GRADUATE SCHOOLS ATTENDED

M.S.H.A., health services administration, Xavier University, Cincinnati, Ohio (Class of 2018)

M.S.W., social work, Washington University, St. Louis, Missouri (Class of 2018)

Ph.D., counseling psychology, the University of Iowa, Iowa City, Iowa (Class of 2017)

M.S., clinical psychology, Roosevelt University, Chicago (Class of 2017)

Ph.D., neuroscience, the University of Utah, Salt Lake City, Utah (Class of 2015)

Ph.D., marriage and family therapy, University of Iowa (Class of 2015)

M.A., clinical mental health counseling, University of Northern Iowa, Cedar Falls, Iowa (Class of 2014)

Ph.D., social psychology, Iowa State University, Ames, Iowa (Class of 2013)

#### STEVEN NEESE

*Assistant Professor of Psychology*

Studies how dietary fats, hormonally-active dietary components, and physiological hormones alter learning and memory processes in a rodent model of adolescence and aging. Teaches Memory and Cognition, Intro to Behavioral Neuroscience, Research Methods, Cognitive Neuroscience, and Learning. Ph.D., psychology specializing in brain and cognitive sciences, Southern Illinois University.

#### LISA JANSSENS-RUD

*Lecturer*

Has an interest in children and a strong background in mental health issues as a counselor. Teaches Fundamentals of Psychological Science, Child Development, and Adult Development and Aging. M.A., University of Northern Iowa.