Psycho(o8YStudent
Handbook

Department of Psychology
Shippensburg University
Shippensburg, PA 17257

717-477-1657

Revised 2001 by Ron Mehiel and Melissa Fleming
Revised 2003, 2005 by George Boeree
Dear Psychology Major:

Welcome to a great Psychology Department. You have in your hands a very valuable resource, and I trust it will serve you well during the months and years ahead. This handbook has evolved over the years to its present form as a result of the issues faced by students that have come before you. It contains answers to many questions that will naturally arise as you make progress toward your goal of becoming a psychologist. Generally, it is focused on three broad areas: program requirements, career interests, and graduate school preparation. But there is a wealth of additional information as well.

The handbook will have the answer to most of the questions you will ponder regarding your undergraduate training. But perhaps more importantly, it will make you think about issues that you are not yet aware of. When is the right time to start thinking about graduate school? What kinds of jobs can you look forward to when you have your degree in hand?

You should use this handbook in conjunction with discussions in your advisor's office. Your advisor is one of the most important resources available to you. I implore you to get to know your advisor, and to let your advisor get to know you. He or she will be an invaluable resource as you progress toward graduation. If you feel that you are not getting much out of your relationship with your advisor, get a new one. Just see Melissa, the department secretary.

Remember that the quality of your education is largely determined by you. How hard you work, how much you study, what degree of excellence you demand from your professors, how seriously you take your training here; all these things will determine what you get out of this place. You will truly get what you ask for. I hope that you want the best, we are ready to give it to you.

Cordially,

[Signature]
# Table of Contents

- Shippensburg University Psychology Department 1
- Quick Psych Department Directory 2
- Role of the Advisor 3
- Meet the Psychology Faculty 4
- The Psychology Club and Psi Chi 8
- Awards in Psychology 9
- Undergraduate Program 10
- The General Education Program 11
- Honors in Psychology 12
- Psychology Courses 13
- Research Programs 19
- Internships for Psychology Majors 20

## Careers in Psychology 23

- Questions often asked by career-seeking psychology majors 25
- Job skills possessed by psychology majors 26
- How are psychologists employed? 27
- Where are psychology majors employed? 28
- Locating and obtaining a job 29
- Make satisfying career decisions: What questions do I ask? 30
- The Career Development Center 31

## Resumes, Recommendations, and Job Interviews 32

- What is a resume and what are its purposes? 33
- Action verbs for resume writing 35
- Strategies for obtaining strong letters of recommendation 36
- How to get excellent letters of recommendation 37
What do employers look for in a psychology major? 38
What to expect in a job interview 39
Reasons for interview failures 40

Graduate School 41

Quick tips for applying to graduate school in psychology 42
The unvalidated graduate school potential test 50
Areas of specialization in psychology 51
Time table for choosing and applying to graduate schools 54
Masters’s degree before Ph.D.: Help or hinderance 57
Prototype letter to get information on graduate programs 58
The Graduate Record Exam 59
Preparing for the GRE: The Quantitative Section 60
How to prepare a personal statement 62
Characteristics of graduate school superstars 64
I’ve graduated and didn’t get accepted, so now what? 66
Do you prepare for graduate school and a job in the same way? 67
Shippensburg University Psychology Graduate Program 69

Recommended Courses 71

Clinical Psychology 73
Cognitive Psychology 74
Conditioning and Learning 75
Counseling Psychology 76
Developmental Psychology 77
Health Psychology 78
Industrial-Organizational Psychology 79
Legal Psychology 80
Personality Psychology 81
Physiological or Comparative Psychology 82
School Psychology 83
Social Psychology 84
Statistical-Mathematical Psychology 85

Telephone Numbers You May Find Useful 86
Psychology is the science of behavior and experience. Like other sciences, psychology attempts to develop theories on the basis of careful description and experimentation. Its domain is wonderfully diverse, including everything from rats learning mazes to athletes using mental imagery, from pathological conditions to healthy development, from the physiology of hunger to the dynamics of organizational behavior, from intelligence testing to relaxation techniques, and much more.

All of the professors in the department have doctoral degrees and are trained researchers. Areas of expertise include industrial psychology, the psychology of wisdom, the effects of exposure to alcohol, learned flavor preferences, personality disorders, interviewing, and more.

Students may earn academic credits by getting involved in research, and many of our students present their work at national and international meetings each year. We also provide credit for internships. These opportunities are especially valuable for those interested in pursuing graduate training in psychology or related fields.

Visit our office at Franklin Science Center 114, or call us at 717-477-1657.

"Left, right, left, left, right, right, right, right, right, and you can't miss it."
**Quick Psych Department Directory**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Office No</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ron Mehiel, Chair</td>
<td>FSC 114</td>
<td>477-1515</td>
<td><a href="mailto:rmehie@ship.edu">rmehie@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mrs. Melissa Fleming</td>
<td>FSC 114</td>
<td>477-1657</td>
<td><a href="mailto:mjflem@ship.edu">mjflem@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Jeffrey Bartel</td>
<td>FSC 227</td>
<td>477-1324</td>
<td><a href="mailto:jsbart@ship.edu">jsbart@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Angela Bartoli</td>
<td>FSC 123</td>
<td>477-1107</td>
<td><a href="mailto:ambart@ship.edu">ambart@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. C. George Boeree</td>
<td>FSC 117</td>
<td>477-1109</td>
<td><a href="mailto:cgboeree@ship.edu">cgboeree@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Jamonn Campbell</td>
<td>FSC 109</td>
<td>477-1146</td>
<td><a href="mailto:jacamp@ship.edu">jacamp@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Kenneth France</td>
<td>HH 302</td>
<td>477-1108</td>
<td><a href="mailto:okfran@ship.edu">okfran@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. James D. Griffith</td>
<td>FSC-219</td>
<td>477-1374</td>
<td><a href="mailto:jdgrif@ship.edu">jdgrif@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Steven J. Haase</td>
<td>FSC 101</td>
<td>477-1160</td>
<td><a href="mailto:sjhaas@ship.edu">sjhaas@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Robert L. Hale</td>
<td>FSC 135</td>
<td>477-1177</td>
<td><a href="mailto:rlhale@ship.edu">rlhale@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Scott F. Madey</td>
<td>FSC 105</td>
<td>477-1167</td>
<td><a href="mailto:sfmade@ship.edu">sfmade@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Suzanne M. Morin</td>
<td>FSC 119</td>
<td>477-1538</td>
<td><a href="mailto:smmori@ship.edu">smmori@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Penney L. Nichols-Whitehead</td>
<td>FSC 225</td>
<td>477-1372</td>
<td><a href="mailto:plnich@ship.edu">plnich@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Ralph J. Payne</td>
<td>FSC 125</td>
<td>477-1553</td>
<td><a href="mailto:rjpayn@ship.edu">rjpayn@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Toru Sato</td>
<td>FSC 213</td>
<td>477-1352</td>
<td><a href="mailto:tosato@ship.edu">tosato@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Adrian Tomer</td>
<td>FSC 111</td>
<td>477-1514</td>
<td><a href="mailto:atomer@ship.edu">atomer@ship.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Kim A. Weikel</td>
<td>FSC 115</td>
<td>477-1482</td>
<td><a href="mailto:kaweik@ship.edu">kaweik@ship.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
Role of the Advisor

At the beginning of your first semester at Shippensburg, you are assigned a faculty advisor. Throughout the four years, your advisor will assist you in scheduling courses and planning for the future. Although you are initially assigned an advisor, you always have the option to keep or choose another professor to be your advisor. To change your advisor simply ask another professor to become your advisor and then let Melissa Fleming in the Psychology Office know of this change.

Your advisor can be a valuable resource who can serve in many capacities. In addition to assisting you in scheduling courses and meeting graduation requirements, your advisor can also help you by answering questions about careers in psychology and/or graduate school programs. If your advisor has an opportunity to know you, he or she may be willing to write a reference for you. Your advisor can also direct you to other resources on campus.

YOU should consult with your advisor to discuss your course plans and career objectives. The only way that your advisor can get to know you as a student and psychology major is if you take the time to schedule appointments.
Meet the Psychology Faculty...

Jeffrey Bartel
Ph.D. Kansas State University
Franklin 227 717-477-1324 jsbart@ship.edu
Jeff did his graduate work at Kansas State University in social and personality development, with emphases on prosocial behaviors and gender, and he continues to be interested in these areas. Recent projects involve studies of children's perceptions of different motives for helping behavior and children's perceptions of prosocial and antisocial teasing, and he is currently exploring parental and peer correlates of adolescent helping behavior. Jeff's teaching interests include General Psychology, Social Psychology, Childhood and Adolescence, Psych of Group Interaction, and Psychology & Women.

Angela M. Bartoli
Ph.D. Pennsylvania State University
Franklin 101 717-477-1107 ambart@ark.ship.edu
Dr. Bartoli received her BS, MS, and PhD from the Pennsylvania State University. She teaches Social Psychology and Cognitive Psychology at the undergraduate and graduate levels. Her main areas of research interest are test anxiety, attention, imagery, and social cognition. Visit her web site!

C. George Boeree
Ph.D. Oklahoma State University
Franklin 117 717-477-1109 cgboeree@ark.ship.edu
Dr. Boeree specializes in personality theories and the philosophical side of psychology. He is interested in phenomenological, existential, and Buddhist psychology, and epistemological and moral development. Among his other interests are languages, history, and the web. He lives in Middle Spring with his wife, Judy, and his daughters Jenny, Merry, and Katey. Visit his web site!

Jamonn Campbell
Ph.D. Miami University
Franklin 109 717-477-1146 jacamp@wharf.ship.edu
Dr. Campbell received his Ph.D. in Social Psychology from Miami University. His research and teaching interests are primarily focused on the effects of computers and technology on our attitudes, identities, and social interactions. As a member of the Miami University Sport Fan Research Group (SFRG), Dr. Campbell is also interested in sport fan identification and behavior. Currently, he is working on small group problem solving in both computer-mediated and face-to-face settings.
Dr. France has special interests in basic helping skills and in crisis intervention. He serves as an independent practitioner with Franco Psychological Associates in Carlisle, and he conducts workshops on a variety of topics, including suicide prevention, communication skills, anger control, and effective teaching. His previously published books include Crisis Intervention (3rd edition), The Hospital Patient, Body Conditioning, Basic Psychological Skills for Front-Line Staff of Residential Youth Facilities, and Supportive Interviewing. He has hopes of publishing a book on memorable teaching. Visit his web site!

Dr. Griffith’s training was in applied experimental psychology where he did work in advanced quantitative methodologies and program evaluation. He currently has three primary research interests that include risk-taking behaviors, general program evaluation, and jury decision making. His teaching interests include: General Psychology, Legal Psychology, Industrial-organizational Psychology, and Statistics. In his spare time, Dr. Griffith enjoys jumping out of airplanes.

Dr. Haase's interests and background cover a number of areas within experimental psychology including: Perception, cognition, application of psychology to real-world problems, statistics and methodology, and formal theoretical models of psychological processes. His teaching interests include: General Psychology, Experimental Psychology, Psychology of Adjustment, and Sensation & Perception. His specific research interests include: Attention, consciousness, and pattern recognition (for example, how do we so easily recognize objects from many distances and viewpoints and easily recognize a wide variety of handwriting styles?). In his spare time, Dr. Haase enjoys getting a round of golf in every now and then.

Dr. Hale's research focuses on the biobehavioral effects of alcohol and their antagonism, and on the psychological characteristics of college student binge drinkers. Undergraduates are heavily involved in his work. Dr. Hale enjoys teaching a variety of courses, including
Foundations of Psychology, Research and Design, Experimental Psychology, Conditioning and Learning, Physiological Psychology, and Psychopharmacology. He lives in the Boiling Springs area with his wife Cheryl, his saxophone-playing daughter Colleen, and their Cairn Terriers. Visit his web site!

Scott F. Madey
Ph.D. Cornell University
Franklin 105 717-477-1167 sfmade@ark.ship.edu

A 1993 graduate of Cornell University, Dr. Madey's research interests are in the areas of patient-illness perception and attainment of health goals. He is presently investigating how patient-illness perceptions form, how these perceptions change across the life span, and how they affect judgment, decision-making, and medical compliance. His teaching interests include General Psychology, Social Psychology, Health Psychology, and Social Gerontology. Visit his web site!

Ron Mehiel
Ph.D. University of Washington
Franklin 114 717-477-1515 rmehie@ark.ship.edu

Dr. Mehiel's graduate training was in experimental psychology with minors in learning and motivation, statistics and physiological psychology. Since 1981 he has been involved in a program of research investigating the learning of flavor preferences as a result of Pavlovian conditioning trials in which calories are paired with neutral flavors. Most of his work has been done with rats, but the findings appear to apply to humans as well. Additionally, Dr. Mehiel is interested in the physiological mechanisms that link digestive processes to psychological changes in the hedonic responses to foods as a result of this learning experience. Visit his web site!

Suzanne M. Morin
Ph.D. University of Connecticut
Franklin 119 717-477-1538 smmori@ark.ship.edu

Dr. Morin's graduate work was in Educational Psychology specializing in human development and cognition. Her main areas of interest include: children at risk, teen-age mothers and their children, cognitive development in young children and loss and bereavement effects on children. Currently, Dr. Morin is conducting research on adolescents and their perceptions related to loss and grief, step-families and adolescent depression.

Penney L. Nichols-Whitehead
Ph.D. University of Iowa
Franklin 225 717-477-1372 plnich@ship.edu

Dr. Nichols-Whitehead trained as a cognitive developmentalist. Her research interests lie
in understanding how contextual factors support cognitive performance and facilitate cognitive development. Currently, she is investigating how parent-child interactions influence the type of disambiguating information children use when giving directions for finding hidden objects. In her spare time she enjoys touring historical sites with her family.

**Ralph J. Payne**

Ph.D. University of Minnesota

Franklin 125 717-477-1553 rjpayn@ark.ship.edu

Dr. Payne's background is in animal conditioning, specifically the interactions between classical and instrumental conditioning processes. Currently, he is more likely to be doing applied types of research projects like survey and evaluation research.

**Toru Sato**

Ph.D. York University, Canada

Franklin 213 717-477-1352 tosato@ark.ship.edu

Dr. Sato was born in Lebanon, raised in Japan, Austria, and Germany, received his M.A. and Ph.D. (Psychology) in Canada and is now enjoying his life in Pennsylvania with his spouse, Yoshiko. He has a general interest in the cyclical and rhythmic nature of life. One of his primary research interests is in interpersonal interaction patterns and how they relate to well-being and health in different cultures. He is also very interested in Seasonal Affective Disorders. He enjoys a variety of sports such as tennis, basketball, soccer, squash, swimming, hiking, cycling, and likes listening to various types of music. Visit his website!

**Adrian Tomer**

Ph.D. University of Florida

Franklin 111 717-477-1514 atomer@ark.ship.edu

Dr. Tomer’s research interests include changes in the structure of memory and intellectual functioning in older people. Other interests include death anxiety and structural equation models.

**Kim A. Weikel**

Ph.D. Kent State University

Franklin 115 717-477-1482 kaweik@ark.ship.edu

Dr. Weikel’s clinical background has included experience with individuals with addictions as well as conducting assessment and behavior modification with individuals with strokes and head injuries. She is currently investigating the research area of narcissism.
The Psychology Club and Psi Chi

Psychology Club is open to all psychology majors. The Psych Club is an opportunity to meet fellow psychology majors and the psych faculty in a casual social setting.

Psychology Club elects officers and has a large group of members who actively choose and organize events. In the past, members have watched movies, taken a field trip to the sleep lab at Hershey, sponsored speakers to lecture on many topics including one speaker who spoke about Satanism as a cult. Psychology Club members sponsored two booths at the Children's Fair held in Heiges Field House. Some Psych club members attended the Eastern Psychological Association Conference sponsored by many schools on the East Coast.

You should consider joining Psychology Club: You will have opportunities to meet your peers and further your education in psychology as well. Faculty advisors for Psychology Club are Dr. Toru Sato and Dr. Jeff Bartel.

Psi Chi is the National Honor Society in Psychology founded in 1929 for the purpose of encouraging, stimulating, and maintaining scholarship in and advancing the science of psychology. Our Psi Chi works in close conjunction with the Psych Club.

"I'd like to talk about my abandonment issues."
Awards in Psychology

Merit Award

The faculty in the Psychology Department chooses the junior or senior psychology major who has made a significant contribution in service to the department during his or her time at Shippensburg University. Typically students who are nominated for this award are individuals who were very actively involved in the department. Individuals who have received this award in the past have served as officers in Psychology Club and/or Psi Chi, and were peer-trainers or tutors, worked on department projects with faculty members, etc. There are many ways (not included in the previous list) that the past award recipients contributed to the department.

William H. Mackaness Psychology Award

This award is presented to the graduating senior in psychology with the highest overall grade point average at Shippensburg University. This award is in memory of Dr. William H. Mackaness, a member of the department who died on November 20, 1974. This award was developed by the faculty in memory of Dr. Mackaness because of his motivation of students to excel in scholarly activities.

Psi Chi Psychology Honor Society

This is the National Honor Society in Psychology founded in 1929 for the purpose of encouraging, stimulating, and maintaining scholarship in and advancing the science of psychology. Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests and who meet the minimum qualifications:

- Completion of 12 semester hours of psychology
- Enrolled as a major or minor in psychology
- Undergraduates who have a G.P.A. of at least 3.0 overall and a psych G.P.A. of at least 3.2
- Graduate students who have an average of "B" or better in all graduate courses including psychology
- High standards of personal behavior and scholarship

Candidates will be notified when they meet these criteria.
Psychology Student Handbook

Undergraduate Program

Psychology

Required:

- 102 Foundations of Psych
- 105 Research Design & Stats I
- 205 Research Design & Stats II
- 301 Experimental Psych or 305 Applied Research

At least two courses from cluster one:

- 240 Personality
- 265 Child & Adolescent
- 270 Social Psych
- 330 Abnormal Psych

At least two courses from cluster two:

- 235 Conditioning & Learning
- 320 Physiological Psych
- 325 Human Cognition
- 397 Cognitive Development
- 430 Sensation & Perception

Psychology electives:

A minimum of four additional Psychology courses.

Internship Credit and Special Topics Seminars are also available! See the undergraduate catalog or your advisor for details.
The General Education Program

48 Credits

Part I: Required Skills and Competencies (15 Credits)

- World History I
- World History II
- Basic Oral Communication
- College Writing or Advance Placement Writing
  [student may need to take Basic Writing (ENG 050) first]
- College-Level Mathematics
  [student may need to take a developmental math course first]

Part II: Categories of Knowledge

Category A—Logic and Numbers for Rational Thinking
(1 course - 3 credits)

Category B—Linguistic, Literary, Artistic, & Cultural Traditions (3 courses - 9 credits)

Category C—Biological & Physical Sciences (3 courses - 9 credits)

Category D—Political, Economic, and Geographic Sciences (2 courses - 6 credits)

Category E—Social and Behavioral Sciences (2 courses - 6 credits)

Part III: Additional Requirements

1. Students are required to take one diversity course to graduate. You can meet this requirement by taking a course that double counts as a diversity course and a General Education, major's, or free elective course.

2. Students are required to complete a pairing in their first year. The majority of students will have this pairing on their fall schedule. Those remaining students will need to schedule a pairing in the spring semester.
Psychology Student Handbook

Honors in Psychology

Psychology majors may choose to complete their department degree requirements with an honors designation. This is an excellent opportunity for good students to gain valuable expertise. Completion of Honors in Psychology demonstrates to graduate program admissions committees and future employers that you have special experience, motivation, and ability to succeed in the field of psychology. If you meet the criteria for participation and you are a dedicated student of psychology, you are strongly encouraged to take advantage of this opportunity.

Students who meet all of the following three criteria are invited to participate in the Honors in Psychology program:

* Completion of one semester at Shippensburg University
* Shippensburg University overall GPA of 3.4 or better
* Shippensburg University psychology GPA of 3.4 or better

You may join the program at any time after your first semester, provided you will be here long enough (or willing to stay long enough) to complete all the program's requirements. You do not need to participate in the university's general honors program to receive Honors in Psychology. After you are already in the Honors in Psychology program, if your overall or psychology GPA drops below 3.4, you will have a one semester "grace period" to raise your average; if you do not raise your average to at least 3.4 during that semester, you will be removed from the program until your average is once again 3.4 or better.

Requirements for Honors in Psychology:

* You must receive your 12 foundation credits (see psych. major guide sheet) from some combination of 300-level courses, 400-level courses, and/or honors credit in 200-level courses. To receive honors credit in a course, you sign up for a regular section of the course, but you and the professor for that course will agree on a special set of requirements for honors credit. The special requirements will most likely be different rather than extra requirements. You and the professor should come up with a written agreement about the nature of these requirements by the second week of the semester.

* You must take at least two additional honors course from the following list of options:
  o PSY 396 Seminar in Psychological Thought
  o Honors credit in any 300-level or 400-level psychology course
  o Any 500-level graduate course in the psychology department

* You must complete a two-semester honors thesis. An honors thesis consists of planning and carrying out an original and intensive scholarly project under the guidance of an honors thesis advisor. Your honors thesis advisor must be a faculty member in the psychology department who is willing to work with you.

* Please see the Honors Psychology Major Guide Sheet for more detailed information about Honors in Psychology requirements.
Psychology Courses

PSY 102 Foundations of Psychology
This course is intended primarily for psychology majors and is designed to prepare them for subsequent upper division courses in psychology. Topics covered will include: developmental processes, motivation, emotion, brain-behavior relationship, conditioning, and learning, perception, memory, personality, psychopathology, and social psychology.

PSY 105 Research Design and Statistics I
This course is intended primarily for psychology majors and it is the first course in a two-semester sequence of courses in research design and statistics as applied to the behavioral sciences. Topics to be covered include: background research skills, hypothesis development, research methodology, descriptive statistics (using calculator or computer), and an introduction to probability.

PSY 205 Research Design and Statistics II
This course is designed to provide the student with a collection of principles, methods, and strategies useful in planning, designing, writing, and evaluating research studies in the behavioral sciences. Topics include research designs, measurements, hypothesis testing, statistical significance, estimation, and the analysis of data. The use of computer statistical packages to analyze data will be emphasized.

PSY 210 Human Development
Involves the study of individuals social, physical, emotional, and cognitive growth and change over the life span. Many Developmental Psychologists specialize in particular phases of development, such as childhood or aging. The study of aging which is called gerontological psychology is becoming a very popular field as our population of elderly individuals increases. Developmental psychologists can be found in both academic and applied settings.

PSY 220 Psychology of Adjustment
Explores the development and function of basic adjustive mechanisms and personal adjustment; problems of adjustment in various social and interpersonal situations will be studied. Activities enhancing self-awareness and interpersonal relations may be presented.

PSY 235 Conditioning and Learning
The study of condition and learning can be focused on animal or human behavior. Traditionally, learning theory has used animal models in an attempt to understand basic processes of the modification of behavior through experience. Research in the area often focuses on conditioning and reinforcement mechanisms. In the last few decades, learning theory has become more biologically based as mechanisms of evolution have been incorporated into psychology.

PSY 240 Psychology of Personality
Personality Psychology study how individuals are influenced by enduring inner factors and the development of personality over the course of a lifetime. Personality psychologists are primarily employed in academic settings, teaching and conducting research.

PSY 265 Child and Adolescent Psychology
Provides understanding and appreciation of the interrelated growth processes of child development. These include physical, interpersonal, social, peer, self-developmental, emotional, and cognitive processes.

PSY 270 Social Psychology
Social psychology is the study of the individual within a social context, and involves applying social psychological principles to areas such as marketing, fundraising, prejudice reduction. Social psychologists are usually employed as professors or in industry. Some work as consultants, and a few work for non-profit organizations.

PSY 301 Experimental Psychology
Provides an introduction to the execution of planned laboratory experiments. Deals with problems in
designing experiments, data collection and analysis, and the writing of research reports. Experiments may be conducted in the areas of sensation, perception, motivation, and learning.

**PSY 305 Applied Research Methods in Psychology**
Designed to provide and opportunity for students to examine and conduct research in psychology using such non-experimental research methods as: naturalistic observation, survey, correlational, field study and program evaluation. Statistics, including the Statistical Package for Social Sciences (SPSS) available on the campus computers.

**PSY 320 Behavioral Neuroscience**
Designed to teach the relationship between our behaviors (overt behaviors, cognitive processes, emotions and motivational states) and our biology (especially the nervous, endocrine, and immune systems). This "bio-behavioral" approach is used to examine such topics as human consciousness, learning and memory, and serious mental illnesses.

**PSY 325 Psychology of Human Cognition**
Is designed to teach the underlying principles of human cognition (i.e., attention, thinking, perception, comprehension, memory), experimentation, and research in cognition, application of cognitive principles to applied settings.

**PSY 330 Abnormal Psychology**
Characteristics, causes, and treatments of the major types of maladaptive behavior are discussed. Topics covered include the current mental disorder classification system and contemporary forms of psychotherapy.

**PSY 335 Psychology of Social Influence**
An introduction to the principles of social influence. These principles will be applied to understanding topics such as attitude change, recruitment, retention in religious cults and other cult-like groups, product advertising, political advertising, fundraising techniques, public service campaigns, initiations and group loyalty, brainwashing.

**PSY 352 Psychology of Adulthood and Aging**
Studies human development from the beginning of puberty to the climax of maturity. This psychosocial period of time is conceived of as a transitional phase during which an individual completes his personal autonomy.

**PSY 355 Psychology of the Exceptional Child**
Is a psychological investigation into the nature of human differences as manifested in children and youth. The course is concerned with the scientific study of physical, intellectual, social, and emotional development in unique children as well as individual, institutional, and cultural response to the exceptional child. Cultural, social, and scientific procedures for the definition of deference will be emphasized. Treatment and educational systems will be touched upon.

**PSY 361 Psychology of Group Interaction**
Surveys and analyzes the psychological constructs, research, and principles of group interaction. Throughout participation and observation of face to face groups, implications are drawn for work groups in education, industry, and social situations.

**PSY 365 Multicultural Psychology**
This course focuses on recent psychological research concerning the understanding of cultural differences and similarities in the way we think, feel, and behave. It is designed to introduce students to psychological issues concerning gender, cultural values, religion, race/ethnicity, individualism-collectivism, self-identity, group identity and group conflict, environmental ecology, culture and development, sexual orientation, psychological and physical disorders and disabilities, culture and communication. The discussions are geared toward promoting an understanding of human experience in a multicultural context. This course satisfies a diversity requirement for all students.

**PSY 371 Undergraduate Research in Psychology I & II**
Provides an opportunity for a student to do research under the guidance of selected faculty members
for up to two semesters. Approval of research topic from the selected advisor should be obtained before registering for this course.

PSY 374 Advanced Research in Psychology I
Is the first of a two semester sequence of courses designed to provide psychology majors with an opportunity to conduct a major research project. In the first semester, students select a topic, do background research and write a detailed research proposal.

PSY 375 Advanced Research in Psychology II
Is the second of a two semester sequence of courses designed to provide psychology majors with an opportunity to conduct a major research project. In the second semester, students gather data, do appropriate statistical analysis, write a research report, and make an oral presentation of the project and its results.

PSY 381 Honors Thesis I
This is the first of a two-semester sequence of courses designed to provide students in the Psychology Honors Program an opportunity to develop and conduct a major research project.

PSY 382 Honors Thesis II
This is the second of a two-semester sequence of courses designed to provide students in the Psychology Honors Program an opportunity to develop and conduct a major research project.

PSY 384 Psychology of Person to Person Interaction
Focuses on the development of basic interviewing skills. Topics include mode of responses, creating a positive relationship, problem solving, effective feedback, and applications to special populations. Skill enhancing activities include role playing, video taping, and small group exercises.

PSY 385 Internship in Psychology I & II
Provides a variety of Internship experiences which make available opportunities to broaden the psychology major's preparatory background. Contact the internship coordinator of the department of the department for more information.

PSY 393 Selected Topics in Psychology
Provides the opportunity for the department to offer courses in areas of departmental major interest which are not covered by the regular courses.

PSY 395 Seminar in Selected Topics
Studies concepts and research in areas of psychology not covered by the regular courses of study. Areas covered will be those in which there is a special expertise and in which there is a special student request.

PSY 397 Human Cognitive Development
Presents a life span approach to the study of human development with an emphasis on cognitive processes in infancy, childhood, adolescence, and adulthood. The purpose of the course is to familiarize the student with basic concepts, models, theories, and research in the field of cognitive development. Thus, models of gene-environment interaction, Piagetian, neo-Piagetian, information-processing approaches, and post-formal approaches will be discussed, as well as their application to perception, memory, language, intelligence, and wisdom development. This course will also introduce the student to practical applications of current theories of cognitive human development. It is recommended to have prior course in Developmental Psychology and/or Cognition.

PSY 410 Psychology of Gender
This course will first focus on views of women in early psychology; we will then turn to an in-depth analysis of the psychological aspects of issues affecting women. Topics discussed will include: current and historical theories about women and sex differences; achievement motivation; women and mental illness; psychological aspects of menstruation; female sexuality; women's romantic relationships and friendships; reactions to victimization (rape, domestic violence, obsessive relationships and stalking, sexual abuse); psychological consequences of women's physical appearance; body image and eating disorders; prejudice and discrimination against women;
consequences of inclusive vs. noninclusive language; improving communication and cooperation between men and women.

PSY 420 Health Psychology
Health Psychology is one of the fastest-growing areas of psychology; it is part of the relatively new field of behavioral medicine. Health psychologists work in medical or academic settings. They try to understand psychological influences on health and illness—for example, the impact of emotions and stress on resistance to disease, stress reduction, how to persuade people to engage in healthy behaviors, doctor-patient interaction.

PSY 430 Sensation and Perception
Includes the study of human senses, sensory coding, neurological basis of sensation, perceptual process in vision and hearing, perceptual development, theories of perceptual experience, and the physiological basis of perception. Some experiments will be performed in the area of sensation and perception.

PSY 432 Psychology of the Internet
This course will examine the psychological implications of computers and their related Internet technologies on our social interactions and behaviors. Topics will include the influence of technology on our self-concept and identities, norm development in CMC and virtual communities, cyber-support, internet addiction, the influence of gender and status in our online social interactions, and the digital divide.

PSY 435 Psychopharmacology
Examines the absorption, metabolism, and elimination of psychoactive drugs. The mechanism of drug action, addiction, tolerance, and physical dependence will be studied.

PSY 440 History and Systems of Psychology
Explores the philosophical background, historical development, contemporary systems, and possible directions of psychology.

PSY 450 Crisis Intervention
A conceptual and practical framework for providing crisis intervention is presented. Topics covered include the theory and philosophy of crisis intervention, problem solving, prevention and evaluation of intervention efforts. Applications discussed include working with groups, crime victims, suicidal individuals and bereaved persons.

PSY 465 Human Factors
Focuses on the application of psychological principles of human behavior, perception, and cognition to real-world environments. Topics include: Improving workplace and transportation safety, improving human-computer interaction, and discussing general ways that humans can work more easily and naturally with complex technologies in today's society. Students will conduct a design project on how to improve some aspect of human-technology interaction.

PSY 470 Legal Psychology
This course will inform students about the relationship between psychology and law by introducing them to contemporary psychological knowledge as it applies to the legal system. Topics will include: the psychology of evidence, the social psychology of the jury, the psychologist as expert witness, the psychology of jury selection, and research methods used by legal psychologists.

PSY 475 Industrial and Organizational Psychology
Examines the application of psychological research and theory to understanding human behavior in organizational settings. Topics include research approaches, learning and training, job stress, motivation, work satisfaction, organizational conflict, decision making, leadership behavior, and organizational design.

PSY 485 Tests and Measurements
Tests and Measurements focuses on the statistical and psychological theory of tests and
measurements.

PSY 490 Selected Topics in Psychology
Provides the opportunity for the department to offer courses in areas of department major interest which are not covered by the regular courses.

Graduate Courses

PSY 500 Advanced Research Design and Statistics
Is concerned with the scientific method to the investigation of behavior. Research methods and experimental design and statistics will be reviewed along with a survey of the more recent significant developments in the field of psychology. The use of computer statistical packages to analyze data will be emphasized. Students will demonstrate competency in descriptive statistics.

PSY 512 Theories of Learning
Examines the explanations of human learning processes offered by various behavioral and cognitive theorists. Classical and contemporary theories and applications are presented dealing with topics such as conditioning, motivation, memory and problem solving.

PSY 515 Theories of Personality
Explores theories, issues, and research in personality, and encourages the psychology graduate student to develop his or her own pragmatic orientation.

PSY 516 Motivation
Examines and compares different theories of motivation. Basic motives such as hunger, thirst, sex, and aggression in humans and animals will be examined. In addition, more complex motives will be discussed in light of decision theory.

PSY 518 Principles of Cognition and Behavior Modification
Study of applied techniques of modifying behavior and cognition. Includes stimulus control processes, reinforcement theory, modeling, extinction, desensitization, counterconditioning, cognitive restructuring, and stress inoculation theory.

PSY 519 Life Span Psychology
Life span development provides information about developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theoretical points of view are presented.

PSY 527 The Psychology of Adolescence
Is a systematic study of physical, behavioral, and psychological development of the individual from puberty to emerging adulthood.

PSY 529 The Psychology of Successful Aging
Focuses on the process of aging during the later years of the life span. The developmental approach provides the basis for the systematic study of aging. In addition, the interaction of the physiological, psychological, emotional, intellectual, and social aspects of aging are emphasized.

PSY 531 Advanced Cognitive Psychology
An in-depth analysis of new issues within the field of cognitive psychology is the focus of this course. Sample content includes models of memory, processes of cognition, implicit versus explicit memory, and problem solving.

PSY 532 Advanced Behavioral Neuroscience
Gives the student interested in brain-behavior relationships an introduction to experimental manipulations commonly used in the research area. Students will do extensive reading within a selected area of research as preparation for a series of demonstrations that will use several invasive techniques routinely used in the field. Both neurophysiological and behavior observations will be made in order to test specific experimental hypotheses.
PSY 533 Social Cognition
The study of how people make sense of others and of themselves; how ordinary people think about people; and how they think they think about people.

PSY 534 Research in Abnormal Psychology
Review research and theoretical contributions to the understanding of abnormal behavior, with primary emphasis on discussion of recent research findings regarding the etiology of various mental disorders.

PSY 540 History of Psychology
Reviews history of psychology from its roots in philosophy through its transformation into a science. Included is a critical examination of major issues, assumptions, and schools of thought.

PSY 590 Introduction to Group Dynamics
Examines the theory and experiences of group interaction. Observation and participation in face-to-face groups of varying structures and functions are provided. Theories of group development and observational systems and techniques applicable in educational, business, and institutional settings are examined. Selected topics include goal analysis, functional group structures, leadership influence, conforming norm pressure, deviant behaviors, and communication network patterns.

PSY 594 Selected Topics
Provides students with an opportunity to study concepts and research in areas of psychology not covered by the regular course of study in a seminar setting. Areas covered will be those in which instructors have special expertise and in there is a special student request.

PSY 598 Independent Study
Independent study is available for credit.

PSY 612 Thesis I
This course is designed to provide master's degree candidates with an opportunity to conduct a major research project. A research proposal, literature review, and a pilot study are required. This is the first course in a two course sequence.

PSY 613 Thesis II
This is the second of a two semester sequence of graduate courses designed to provide master's degree candidates with an opportunity to conduct a major research project. In this course, students implement the research proposal designed in Thesis I. They collect data, complete a statistical analysis, write a research report and make an oral presentation. Students will experience the procedure and format of conducting a research project that might be prepared for publication in a psychological journal.
Psychology Student Handbook

Research Programs

Why research?

Most graduate schools, especially doctoral programs, are research-intensive places. If you are applying to the graduate program at Imaginary University, and you can show that you are capable of carrying out a research project, you have an advantage over another applicant that does not have that experience. Admission to graduate programs is very competitive. There may be 400 applicants for just a few positions! You must start planning now so that you have a competitive edge.

Our department has designed several ways you can get research experience. Of course we require you to take either Experimental (301) or Applied (305). But by themselves, these two courses will not be enough. You must be able to show a graduate school that you have been involved in a research project outside the classroom. This is evidence of motivation beyond what is required by the curriculum. One way to become involved is to take the Advanced Research in Psychology I and II. This is a two semester sequence in which you propose a research project in an area of your choice in semester one, and then carry out and write up the project in semester two. You must have already taken the statistics and experimental courses to be admitted to this sequence. Students in the Advanced Research class typically present their findings at a local and national meeting.

You could also volunteer to become a research assistant. What your duties might be as a research assistant will vary depending on who you work with. Your faculty are engaged in a variety of projects. Read the faculty interest descriptions to get an idea of these areas. You may find yourself running rats, interviewing senior citizens, observing children, or testing your classmates’ memories. It all depends on who you work with and the nature of the research project.

It is up to you to find a faculty member that is doing some research project that you would like to become involved with. Go see faculty. Ask them what research they are doing. Talk to your friends. Find out what is going on. Then go to the faculty member and ask if you can assist with the research. You may have your own idea for a project, or you can simply get on board an existing project. It is also possible to do research as part of an internship. The internship process is described elsewhere. We have had several students over the years that have taken internships in research agencies.

What you get out of these experiences will depend, of course, on what you put in to them. If you truly become engaged in the process, you will find it one of the most exhilarating experiences you can have as a psychology major. There is nothing like the feeling of gathering data, doing an analysis, and finding that your hypothesis as to the relationship of the student variables was correct. We have had many students present their data at national meetings to psychologists from around the world. Not only is that an honor, it is fun. Secondly, you can present yourself to either an employer or a graduate admissions committee as a person that can think through a question, design a method of answering it, carry it out, and interpret the results. Get involved!
Psychology Student Handbook

Internship Opportunities for Psychology Majors

Psychology Internship

A psychology internship is a situation in which you, as an advanced student in Psychology, gain supervised practical experience directly related to previous classroom instruction. Our graduates often comment that their internship was their most useful and most enjoyable college experience!

Any on-the-job experience, from crisis intervention to personnel management, to care of the mentally ill, to classroom assistance, may qualify. All you need to do is to establish a clear relationship to Psychology. Other examples include hospital work, work at a day-care center, and government work. Note that you may not do work for your internship that might normally be done by university personnel!

By meeting certain other requirements, such as completing an academic paper, you may earn from three to six credits toward your graduation. Three credits require at least 120 hours of on-the-job experience. Six credits require at least 240 hours. Please note that these credits can only count under free electives.

Basic Requirements

In order to participate in the internship program, you must have completed 60 credits toward graduation at the time your internship begins, including 15 credits in Psychology. You must have a 2.0 grade point average or better, overall and in Psychology. Only grades earned at Shippensburg University count.

If your internship involves one-to-one confidential and personal interaction with clients, you must take PSY 384 (Person to Person Interaction) prior to your internship. Likewise, if it involves group interaction, you must take PSY 361 (Group Interaction) prior to your internship. Comparable training may qualify. Please discuss your preparation with your agency, faculty advisor, or the department internship coordinator.

Finding an Internship Position

Finding an internship position is essentially up to you. We do have a bulletin board with ideas and addresses for you. You might also talk with individual professors or fellow students, or look in the phone book (Cumberland, Franklin, or your home area) under Human Services.

The first step is to call the agency in which you are interested and ask them if they have internships or if they are interested. Some agencies will have someone specifically in charge of internships -- Hospitals and Government centers often do. Discuss your interests and theirs. If it seems workable, make an appointment to discuss it in person. The agency must be willing to provide adequate supervision of constructive work -- that is, we expect that you will be doing meaningful things rather than busy-work. Also, the agency must be willing to complete mid-term and final intern evaluation forms which are sent to your faculty advisor.

If everything works out well, have the agency representative sign our Letter of Agreement for Internships, found in the application packet.
Either before or after you find an internship situation, you must find a Psychology professor who will be willing to be your faculty advisor. The Internship Coordinator has several duties. First, he or she will look over your application to make sure it is complete and professional, and that what you propose to do is appropriate for a Psychology internship. The faculty advisor also signs the Letter of Agreement.

Second, your faculty advisor will make a visit to the internship site during your internship to make sure that you are involved in meaningful work, as well as to meet with your contact person as a representative of the University.

Third, he or she will meet with you during the semester or term to discuss your progress. Finally, he or she will accept and review your academic paper and award you a pass/fail grade.

The Application Forms

Applications are available from the Psychology Department internship coordinator and the secretary, or can be downloaded.

Application deadlines are:

* Spring Internships - December 1
* Summer and Fall Internships - May 1

Give the application to your faculty advisor. He or she will review it, pass it on to the department internship coordinator. The coordinator gives final approval and keeps your application on file.

Registration

You must register for Internship as you would for any other course. This may mean registering before you know whether or not your application has been accepted. Please make sure to provide yourself with alternatives should things not work out. Never register for more than one summer term, even if you are taking six credits. If you do, you will wind up paying twice as many University fees! Register only for the term during which you will finish -- i.e., hand in your paper and receive your grade.

You may, of course, take two separate internships, in which case the preceding paragraph does not apply!

Internship Log

You will be expected to keep a log. This is a private journal in which you record the highlights of each day, new tasks, things you learn, people you meet, tidbits about the organization, session results, and any other interesting data.

You will find this very useful when you write your paper. It will remind you of situations, people, and events that you might otherwise lost track of. You may find yourself quoting at length from your log. Otherwise, this is a private journal, open only to yourself and your faculty advisor.
Psychology Student Handbook

Academic Paper

If you desire three credits, your paper must be at least 12 pages long. If you desire six credits, it must be at least 22 pages long. Your paper must be typed, proofread, literate, and professional!

Examples of possible papers: Case studies, statistical research projects, agency reviews, rewriting of agency materials, etc. Your faculty advisor will give you details of what he or she expects in an internship paper.

Note: if you are on-the-job and notice some different approach for your paper, it is not too late to change. Discuss it with your faculty advisor.

Your Review of Your Internship

At the end of the internship experience, you are expected to complete the Student Internship Evaluation Form (included in the application packet). Please give it to the department internship coordinator or the secretary. It will be kept on file and may wind up on our internship bulletin board for other students to read.

Some Points of Ethics

* Any complication with the program is to be promptly and completely discussed with your faculty advisor or the department internship coordinator.
* Be sure you have agency approval before getting involved in new areas of activity on-the-job. Know the extent and limits of your responsibility and be conscientious in their fulfillment.
* You must safeguard all personal and confidential material concerning clients, patients, or workers, and use it only for professional purposes. Do not carry confidential information outside the agency. Make sure to use fictitious names in your academic paper where confidentiality would be compromised!
* This is a step towards a professional career. Please behave like a professional!
"OK, Mr. Hook. Seems you're trying to decide between a career in pirating or massage therapy. Well, maybe we can help you narrow it down."
There are three options for the graduating psychology major: 1) work; 2) further study; 3) not work (although this option is usually distressing to parents). This chapter is designed to help those students choosing options one and two to prepare for and succeed in the career to which they aspire.

[Note: Much of the material used here has been taken from the Marion College psychology major's manual and Virginia Gordon's work on academic advising.]

Preparing for a career in the 21st century

Today's college students must learn the skills necessary to adapt to new and ever-changing work situations because the average American will hold seven jobs during his/her lifetime in the 21st century. A degree from the psychology department equips you with more than just the ability to find and hold a job: it enables you to choose the career that fits you best, excel in that career, and change careers when you are ready. Our graduates are able to include the following abilities on their resumes if they take full advantage of their curricular and extracurricular opportunities. These are the skills that employers value in employees and are the same skills that distinguish a liberally educated individual from a person who has been vocationally trained.

1. Speak and write clearly and persuasively.
2. Identify, investigate, and solve problems.
3. Think logically, critically, and creatively.
4. Conduct research using the scientific method.
5. Deal effectively with a wide variety of people.
6. Behave in a mature, stable, and flexible manner.
7. Collect, analyze, and interpret statistical data.
8. Use computers to organize and solve complex problems.
9. Report the results of research in a professional manner.
10. Hold high ethical standards and expect the same of others.
11. Exhibit high levels of motivation, enthusiasm, and initiative.
12. Locate and integrate information from a wide variety of sources.
13. Adjust well to organizational rules, procedures, and traditions.
Psychology Student Handbook

Questions often asked by career-seeking psychology majors

The following three questions are often asked by psychology majors who are interested in entering the job market immediately after graduation. Johnson (1988, p. 7-8) has given the following answers.

How does the job market look for psychology majors?

In 1986, the National Science Foundation published a report that suggested a bright future for employment of psychology majors. The report indicated that one year after graduation, 90% of the psychology majors entering the labor force were employed. After two years that figure rose to 94%. Those are encouraging figures when you consider the fact that 40,000 psychology majors graduate every year and nearly half of them enter the labor force immediately.

What if I want to major in psychology and then go into some other career area: Will my psychology major help me or hinder me?

The psychology major is not a panacea (i.e., it will not be the best undergraduate training program for all careers). But, you will find large numbers of persons who have their basic undergraduate training in psychology in a diversity of professions. For example, it is not uncommon to find lawyers who earned a bachelor's degree in psychology before they went to law school. Medical and dental schools often admit psychology majors who have good academic records and supplemented their majors with courses in the biological and physical sciences. It is also not uncommon to find psychology majors going to graduate school in business or social work. Many others are employed in social welfare settings or as counselors of various types (e.g., rehabilitation). So don't feel as though the psychology major limits your ability to find a job; it does not. Your marketability will be related to several other factors (e.g., your grades, skills, personality, and extracurricular activities).

Five years from now, will I regret my decision to major in psychology?

Studies indicate that you will be very satisfied with your bachelor's degree in psychology. In a study of 797 University of Washington graduates in psychology, nearly 70% said if they had it to do over again, they would still major in psychology (Lunneborg & Wilson, 1982). Additionally, these graduates indicated that their degree in psychology was very satisfying as a means to personal growth and a liberal arts education. If these statistics are an indication of satisfaction of psychology majors in general, then you will probably be very happy that you majored in psychology.
Job skills possessed by psychology majors

When people consider the question, "What am I able to do with a Bachelor's degree in psychology," they are usually thinking about what kind of job they might get. But there is another way of looking at this question that you should consider as part of your career planning. That is, you should seriously think about what in fact you are able to do in terms of the skills you may have acquired while majoring in psychology" (Edwards, 1989, p. 1). These wise words are the introduction to the following lists of skills that Edwards compiled for his students at Loyola University.

**Human Services Skills:** These are skills necessary for successful employment in situations where direct services are provided to individuals who are in need of help.
- Perform institutional research and evaluation.
- Write reports and proposals clearly and objectively.
- Organize and lead groups, organizations, or committees.
- Recognize and understand behavioral and emotional disorders.
- Select, administer, score, and interpret psychological tests.
- Respond in an unbiased and tolerant way to individual differences.
- Display fundamental counseling skills with individuals and groups.
- Collect, record, and report statistical and qualitative information.
- Perform crisis intervention techniques (e.g., listening and referral).
- Perform interviews to learn about people's history, problems, and plans.
- Contribute to program or treatment planning, evaluation, and implementation.
- Demonstrate small group skills (e.g., team building and conflict management).
- Communicate effectively and sensitively in both individual and group situations.
- Obtain information about problems through library research and personal contacts.
- Critically evaluate theories and research and apply the results to solve problems.
- Analyze problems on the basis of personal experience and psychological principles.
- Understand and modify your attitudes and actions in interactions with other people.

**Research Skills:** These are some of the types of skills essential to jobs in which information based on basic or applied research is provided to assist decision making.
- Construct and administer questionnaires.
- Use a variety of types of research equipment.
- Collect, organize, analyze, and interpret data.
- Present verbal presentations clearly and persuasively.
- Defend ideas in a clear, objective, non-dogmatic manner.
- Be familiar with a variety of research methods and designs.
- Recruit research subjects and treat them in an ethical manner.
- Select, administer, score, and interpret various psychological tests.
- Write reports clearly, concisely, objectively, and in the correct style.
- Use library resources to research problems and prepare literature reviews.
- Identify problems and suggest solutions on the basis of research findings.
- Create easily understood graphs, tables, and verbal descriptions of results.
- Select and compute appropriate statistical tests and interpret their results.
- Assemble, interpret, and critically analyze research findings in specific areas.
- Use computers to write reports, analyze data, and perform bibliographic searches.
- Deal effectively with financial, temporal, and personnel constraints on research.

Students should realize that they may not develop these skills if they do not take full advantage of all their undergraduate opportunities (e.g., research and extracurricular activities). It is also equally important to obtain a broad, liberal education in addition to these specific skills. Because job markets are shifting constantly, it is crucial to avoid overspecialization and to strive for flexibility.
How are psychologists employed?

An education in psychology prepares individuals for a remarkable range of employment opportunities. According to Wise (1987), psychologists are employed in the five following major roles, but it is important to realize that many psychologists perform in more than one of these roles (e.g., the college teacher who counsels students, performs research, consults with other teachers to improve their testing procedures, and acts as the chairman of the department). The career paths that psychologists take are dependent upon their levels of education and their areas of interest.

TEACHING -- Psychologists teach in universities, two and four year colleges and universities.

RESEARCHERS -- Psychologists are employed by universities, government agencies, the military, and businesses to conduct basic and applied studies of human behavior.

SERVICE PROVIDERS -- Psychologists work with people of all ages and backgrounds who are coping with every imaginable kind of problem, by assessing their needs and providing appropriate treatment.

ADMINISTRATORS -- Psychologists work as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities, and businesses.

CONSULTANT -- Psychologists with expertise in a variety of areas are hired by organizations to provide consultative services on a subject or problem in the consultant is an expert. These services can include designing a marketing survey and organizing outpatient mental health services.

With a few exceptions, preparation for these careers requires education beyond the undergraduate level or a significant amount of relevant experience. It is also important to realize that it is illegal in Pennsylvania for people to use the term "psychologist" to describe themselves if they have not been certified by the Pennsylvania State Board of Examiners in Psychology.
A recent report from the National Science Foundation (1986) on employed bachelor’s-level graduates in psychology revealed that the following percentages were employed in five major areas one year after graduation.

50% -- Business and Industry
27% -- Science and engineering
15% -- Educational institutions
10% -- Nonprofit organizations
8% -- Federal, state, or local govt.

The work that these graduates performed in these various areas included the following broad range of areas, skills, and responsibilities.

30% -- Management and administration
28% -- Sales and professional services
16% -- Teaching
12% -- Production and inspection
14% -- Other

These data clearly demonstrate that students who graduate with a psychology major are versatile individuals capable of gaining and maintaining meaningful employment in many different career areas.
Locating and obtaining a job

There are five stages to successful employment: self-analysis, educational preparation, the job search, the resume and cover letter, and the interview. You must prepare for each of these stages carefully and thoroughly if you expect to land a satisfying and challenging job.

1. Self-Analysis: You must know who you are and what you want to do if you expect to find a job that fits your interests, aptitudes, and abilities. Allow your academic advisor to help you during this stage. He/she is there to do more than just help you pre-register. Taking classes which require you to engage in self-analysis (e.g., Theories of Personality and Tests & Measurements) can also be very helpful in this area. As Socrates said: "Strive to know thyself."

2. Educational Preparation: Once you have decided the job you would like to obtain, find out what types of knowledge, skills, and personal characteristics are required by that job and then develop them. Once again, your academic advisor can help you with this task. He/she can help you choose classes, internship experiences, and extracurricular activities that will prepare you for your chosen field of employment.

3. The Job Search: The Career Development Center is crucial in this stage. Visit this office in your freshman or sophomore year, and return periodically to see what types of jobs are available in your area of employment interest, and participate in the workshops that it sponsors (e.g., Dressing for Success and Resume Writing).

4. The Resume and Cover Letter: A potential employer will see your cover letter and resume before he/she sees you. Be sure that they make a good first impression. Employers are constantly searching for neat, well-organized, competent employees who have relevant experience and who can adapt well to new situations. If your cover letter and resume do not communicate these things about you, then you need to revise them until they do.

5. The Interview: If an employer is impressed with your cover letter and resume, he/she will invite you for an interview. Prepare for it. Find out as much as you can about the company/agency/organization and the position for which you are applying so that you can speak intelligently about the job during the interview. Interviewers are far more impressed by an applicant who has done his homework and who can explain what he can do for the company than by one who expects the interviewer to sell the job to him. Remember that you are the one who is asking for the job and that there are probably several other equally qualified people who are applying for it. Strive to leave the interviewer wondering how his company has been able to survive this long without you! A section of this chapter entitled "What to Expect in a Job Interview" provides insight into this somewhat mysterious and potentially anxiety-producing situation.
Make satisfying career decisions: What questions do I ask?

Self-Knowledge

Interests - What activities do you enjoy? What do you do in your leisure time? Hobbies?

Aptitudes - What are your personal and academic strengths? What skills do you have?

Values - What is important to you in a career? What you believe in?

Goal Setting - Where are you going? How do you get there? What are your aspirations?

Occupational Knowledge

Nature of work - What tasks are involved?

Place of employment - Who will hire you?

Qualifications and Advancement - What entry level expertise is expected? What experiences do you need? What are the opportunities for promotion?

Employment outlook - What will the job market be like when I graduate?

Earnings and Working Conditions - What is the pay range? What are the physical demands of the job?

Job seeking skills - How do you write a resume/cover letter? What job interview techniques are desirable?

Educational Knowledge

What educational programs will provide you with the knowledge and skills you need? What college majors interest you? What vocational programs interest you? What courses will you need to take? What degrees and/or credentials do you need?

Decision Making Knowledge

Can you link self-knowledge with occupational information? What kind of decision maker are you? What styles or strategies do you use? What are the critical points in your life where you will make career decisions? What kind of life-long decision making skills do you need to learn? How well do you integrate your values into your decisions? How do you implement your decision once it is made?
The Career Development Center

The Career Development Center (CDC) located in the CUB second floor offers the following services to assist students who are exploring careers, preparing job searches, and applying for professional positions. Psychology students are encouraged to register with this office in their freshman year so that they can become familiar with its services and to take advantage of the opportunities that it offers.

Counseling and Advising

The Director of Career Services is available by appointment to discuss career exploration, job search strategies, or employment opportunities.

Career Information Library

The CDC maintains a library of materials useful to psychology students who are exploring their career options (e.g., employer information, current job listings, job search handouts, graduate school catalogs, and GRE information). A publication of particular importance is the Occupational Outlook Handbook that (a) describes the current and future availability of jobs in psychology and psychology-related fields and (b) provides valuable sources of information about these career options.

Credential Files

Students may establish a permanent file of their employment credentials (e.g., resume and letters of recommendation) in the CDC that can be sent to prospective employers. Periodic updating of this file is essential.

Workshops and Seminar

The CDC offers or sponsors a series of seminars and workshops each year to aid career-seeking students (e.g., Resume Writing, Job Search Techniques, Interviewing Strategies, and Dressing for Success).

Recruiting

Qualified students may register in the CDC to be interviewed by companies and organizations who send recruiters to campus and to participate in recruiting programs sponsored by special groups.

Vacancy Announcements

The CDC publishes the Catalyst, a bi-weekly listing of employment opportunities. Descriptions of all listed positions are available.

Part-Time Employment, Internships, and Co-op Education

A listing of available part-time jobs and Co-op opportunities is available in the CDC. Psychology students are encouraged to utilize these leads to gain experience in their chosen areas of interest.

NOTE: Students should understand that they must visit the center periodically to take advantage of these services and opportunities.
Resumes, Letters, Recommendations

Let's see... You make fire -- good...
You make tools -- good... You hunt
mammals... okaaaaaay... Uh-oh! Your
references are all baboons -- not good

Primitive resumes
What is a resume and what are its purposes?

by Dr. Drew Appleby

The word "resume" is derived from the French word for summary and it is just that... a summary of your career objectives, educational history, and work experiences. A resume should answer two important questions for a potential employer: "What can you do for me?" (answered in your career objectives) and "why should you be considered for this job?" (answered in your sections on educational history and work experience).

Irish (1978) states that job seekers must be able to answer the following three questions to write effective resumes: Who am I? What do I do well? and What do I want? Fretz and Stang, (1988, p. 43) urge graduate school applicants to write resumes for three important reasons. "First, each applicant receives a variety of statistical information that you will now have conveniently located in one place. Second, a copy of your resume should be given to each person you ask for recommendation so that they can include useful information about you in their letters. Finally, include a copy of your resume with your application. Graduate selection committees will be impressed if you take this extra step in a thorough and concise presentation of information about yourself." If you have never written a resume before, it can be a slightly intimidating task that is difficult to start. Keep in mind that you are not bragging about yourself in a resume; you are simply attempting to give a person who does not know you a realistic idea of what you are like and what you can do. One way to help you write your resume is to help you become aware of the ten reasons why people write resumes (Lock, 1988, p. 57-60). Keeping these reasons in mind will guide you during the resume writing process.

1. "A resume is often a requirement for a personal interview." Few potential employers will interview a perspective employee without a resume.

2. "A resume lets you tell your story in your own way." Everyone has different strengths and weaknesses... write your resume to emphasize your strong points.

3. "The preparation of a resume reminds you of things about yourself that you ought to remember as you search for a job."

4. "A resume represents you when you are not on hand to speak on your own behalf. Do your best to produce an attractive and well written resume that will help you to survive an employer's prescreening of job candidates."

5. "The resume can help you to be remembered after the interview has taken place." You want to impress a potential employer with both your verbal "interview" and written "the resume" communication skills.

6. "If you apply for a job through the mail, the employer generally expects a resume whether it is specifically required or not. You have doomed your application to failure if you are the only job candidate who has not included a resume."

7. "A good resume serves as the most effective piece in a direct mail campaign." You may have included a host of other information about yourself, but it is your resume that will receive the most attention from potential employers.

8. "A resume can function as a calling card, as you research work organizations." Leave copies of your resume when you research job leads and give copies to those who can...
pass them on to potential employers.

9. "You can transfer information from your resume to an employer's application for employment and know that it is accurate. If you are asked to fill out an application before or after an interview, your information is readily available from your resume.

10. "A resume helps ease the transition of introducing yourself and getting acquainted with the employer or interviewer." Think of your resume as a way to help an interviewer put you at ease during an interview.

"I'll have to get Dr. Curtis to reduce his dosage of the mood-elevator."
Employers hire people who can DO things for them. Your resume should be written to clearly communicate the message that you possess valuable skills. Not that you have simply existed for the past 21 years. One way to do this is to include action verbs that describe what you have accomplished. For example, "I designed and administered a student satisfaction survey, analyzed the results with a microcomputer stats program, and presented my findings at an undergrad research conference." The following list of verbs (modified from Lock, 1988) is a good place to start your search for strong words to describe what you have accomplished:

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Action Verb</th>
<th>Action Verb</th>
<th>Action Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted</td>
<td>Designed</td>
<td>Investigated</td>
<td>Protected</td>
</tr>
<tr>
<td>Advised</td>
<td>Developed</td>
<td>Judged</td>
<td>Questioned</td>
</tr>
<tr>
<td>Administered</td>
<td>Diagnosed</td>
<td>Learned</td>
<td>Read</td>
</tr>
<tr>
<td>Analyzed</td>
<td>Directed</td>
<td>Lectured</td>
<td>Reasoned</td>
</tr>
<tr>
<td>Applied</td>
<td>Discovered</td>
<td>Lead</td>
<td>Recommended</td>
</tr>
<tr>
<td>Approved</td>
<td>Displayed</td>
<td>Listened</td>
<td>Reconciled</td>
</tr>
<tr>
<td>Arranged</td>
<td>Drew</td>
<td>Located</td>
<td>Recorded</td>
</tr>
<tr>
<td>Assembled</td>
<td>Edited</td>
<td>Maintained</td>
<td>Recruited</td>
</tr>
<tr>
<td>Assessed</td>
<td>Encouraged</td>
<td>Managed</td>
<td>Reduced</td>
</tr>
<tr>
<td>Assisted</td>
<td>Estimated</td>
<td>Measured</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Balanced</td>
<td>Established</td>
<td>Mediated</td>
<td>Reorganized</td>
</tr>
<tr>
<td>Budgeted</td>
<td>Evaluated</td>
<td>Memorized</td>
<td>Repaired</td>
</tr>
<tr>
<td>Classified</td>
<td>Expedited</td>
<td>Mentored</td>
<td>Reported</td>
</tr>
<tr>
<td>Clarified</td>
<td>Followed</td>
<td>Monitored</td>
<td>Research</td>
</tr>
<tr>
<td>Coached</td>
<td>Forged</td>
<td>Motivated</td>
<td>Restore</td>
</tr>
<tr>
<td>Collected</td>
<td>Formulated</td>
<td>Negotiated</td>
<td>Retrieve</td>
</tr>
<tr>
<td>Coordinated</td>
<td>Founded</td>
<td>Nurtured</td>
<td>Revised</td>
</tr>
<tr>
<td>Communicated</td>
<td>Gathered</td>
<td>Observed</td>
<td>Reviewed</td>
</tr>
<tr>
<td>Compared</td>
<td>Generated</td>
<td>Operated</td>
<td>Scheduled</td>
</tr>
<tr>
<td>Compiled</td>
<td>Guided</td>
<td>Organized</td>
<td>Shaped</td>
</tr>
<tr>
<td>Completed</td>
<td>Handled</td>
<td>Originated</td>
<td>Simplified</td>
</tr>
<tr>
<td>Computed</td>
<td>Helped</td>
<td>Participated</td>
<td>Solved</td>
</tr>
<tr>
<td>Conceived</td>
<td>Identified</td>
<td>Perceived</td>
<td>Spoke</td>
</tr>
<tr>
<td>Conceptualized</td>
<td>Implemented</td>
<td>Performed</td>
<td>Synthesized</td>
</tr>
<tr>
<td>Conducted</td>
<td>Improved</td>
<td>Persisted</td>
<td>Streamlined</td>
</tr>
<tr>
<td>Confronted</td>
<td>Improvised</td>
<td>Persuaded</td>
<td>Studied</td>
</tr>
<tr>
<td>Constructed</td>
<td>Increased</td>
<td>Planned</td>
<td>Supervised</td>
</tr>
<tr>
<td>Contrasted</td>
<td>Influenced</td>
<td>Prepared</td>
<td>Supported</td>
</tr>
<tr>
<td>Controlled</td>
<td>Initiated</td>
<td>Presented</td>
<td>Taught</td>
</tr>
<tr>
<td>Coordinated</td>
<td>Integrated</td>
<td>Processed</td>
<td>Tested</td>
</tr>
<tr>
<td>Comprehended</td>
<td>Inspired</td>
<td>Produced</td>
<td>Trained</td>
</tr>
<tr>
<td>Counselled</td>
<td>Installed</td>
<td>Programmed</td>
<td>Treated</td>
</tr>
<tr>
<td>Created</td>
<td>Instructed</td>
<td>Promoted</td>
<td>Tutored</td>
</tr>
<tr>
<td>Decided</td>
<td>Interpreted</td>
<td>Proposed</td>
<td>Validated</td>
</tr>
<tr>
<td>Defined</td>
<td>Interviewed</td>
<td>Proved</td>
<td>Volunteered</td>
</tr>
<tr>
<td>Demonstrated</td>
<td>Invented</td>
<td>Provided</td>
<td>Wrote</td>
</tr>
</tbody>
</table>
Strategies for obtaining strong letters of recommendation

Revised by Dr. Drew Appleby

Most graduate programs and potential employers require a minimum of three letters of recommendation as part of their application process. Many provide applicants with forms for recommenders to complete, although some simply request letters. Choosing those who will recommend you is a crucial process that you should base on the following criteria:

How well do they know you? Almost every recommendation form begins by asking how long and in what capacity the recommender has known the applicant. You will want to choose recommenders who have known you for at least two years and from whom you have taken several classes or worked with on research or departmental projects. Admission committees and personnel directors are not impressed with recommendations from persons who do not know you well. They make the assumption that either you have done nothing to allow your teacher/advisor to know you well or that those who know you well do not think highly enough of you to write a letter of recommendation. Do not allow them to make these assumptions about you.

How positively can they recommend you? Do not simply ask faculty members if they will write you letters of recommendation. Ask them if they will write strong letters of recommendation for you. A mediocre letter of recommendation is a death sentence to a job or graduate school application. You may have good grades, strong GRE scores, and a creative personal statement, but if your carefully chosen recommenders write a letter that paints a weak picture of your potential success, no graduate school or potential employer will want to take a chance on you. Work hard to give faculty reasons to write you strong letters; then do everything in your power to do just that!

How impressed will a graduate school admissions committee or potential employer be with your recommenders? Do not ask for letters of recommendation from your family members, high school counselor, physician, or priest/minister/rabbi. They may be able to describe many of your strong personal qualities (e.g., loving, concerned, healthy, and devout), but these qualities are not those about which a graduate admissions committee or potential employer is primarily concerned. Graduate faculty are evaluated by the quality and quantity of their scholarship and teaching abilities and employer’s success is measured by their productivity; they will be looking for students who will help them in their efforts to achieve success. Choose recommenders with whom you have been involved in scholarship, who have instructed research-oriented courses you have taken (e.g., Statistics, Experimental Psychology, and Computer-Assisted Research), or who can vouch for your initiative persistence and creativity. These are the people who can write positively about what you have done or about your potential as a successful future scholar/researcher or employee.
How to get excellent letters of recommendation

Many students wait until senior year before they begin to think of letters of recommendation for graduate school or job applications. There are steps you can take to get positive strong letters of recommendations:

1. Get to know your advisor. Make appointments to talk about your after-graduate plans and career ideas.

2. Get to know your professors. Attend class regularly, meet your class responsibilities, contribute in class. Meet with your professors during his or her office hours if you have questions.

3. PARTICIPATE in departmental and campus activities. Join a group or organization in your area of interest. Join Psychology Club, Psi Chi, student government, etc....

4. Get as much experience in the field of psychology and related fields as possible. There are many ways that you can do this, you could work as a volunteer, register for an internship, etc.

5. Get involved in student - faculty research. (See research opportunities section of the handbook)

6. Provide any recommender with adequate information so that he or she can write an informative and credible letter. The following information should be provided in writing for those writing a letter of recommendation:

   Name, address, phone number, and date
   Expected date of graduation
   Title, grade and semester for each course taken with the writer of the recommendation
   List of all undergraduate courses and grades by semesters (preferably include a copy of a recent transcript)
   Graduate Record Examination and Miller Analogies data dates taken, scores, percentiles, photocopy of transcript
   Academic Honors or Awards received (include Dean's List and Psi Chi)
   Publications or papers presented at meetings
   Research experience (Title and brief description of research conducted in research courses, independent study, undergraduate thesis)
   Teaching experience
   Psychology related work experience (practicum, internship, volunteer, or paid experience)
   Extra-curricular activities (Psi Chi, Psychology Club, student government)
   Hobbies and interests
   Statement of goals and career related interests
   Self assessment of major academic and personal strengths
   Self assessment of major academic and personal weaknesses
   Anything else the student thinks the recommender should know
What do employers look for in a psychology major they are interviewing?

The items in the three major categories of the following outline (taken directly from Edwards & Smith, 1988) are arranged in descending order of importance as rated by a large sample of employers from midwestern government, nonprofit, and commercial agencies, organizations, and companies that often hire undergraduate psychology majors. Psychology students are urged to take advantage of all their undergraduate opportunities to maximize the attainments of these skills, abilities, knowledge, and personal traits.

A. SKILLS AND ABILITIES

1. Writing proposals and reports
2. Identifying and solving problems based on research and knowledge of behavior
3. Conducting interviews
4. Performing statistical analyses
5. Designing and conducting research projects
6. Performing job analyses
7. Coding data
8. Using computer programs to analyze data
9. Systematically observing and recording behavior
10. Constructing tests and questionnaires
11. Administering standardized tests

B. KNOWLEDGE

1. Formation and change of attitudes and opinions
2. Principles and techniques of personnel selection
3. How people think, solve problems, and process information
4. Structure and dynamics of small groups
5. Effects of the environment on people's feelings and actions
6. Organizational development
7. Principles of human learning and memory
8. How people perceive and sense their environment
9. Theories and research on personality and individual differences
10. Principles of human needs and motivation
11. Theories and research on organizational behavior, work, and productivity
12. Theories and research on human development and stages of life
13. Symptoms, causes, and treatments of abnormal behaviors

C. PERSONAL TRAITS

1. Ability to work with others in a team
2. Motivation to work hard
3. Positive attitude toward work and the organization
4. Organization
5. Leadership
6. Maturity
7. Flexibility
8. Ability to communicate well
9. Intelligence
10. Problem-solving ability
11. Integrity
12. Tolerance for stress and ambiguity
What to expect in a job interview

Students are often very anxious about job interviews because they do not know what to expect. Their worst fears can center on questions for which they are unprepared. Although it is never possible to know exactly what an interviewer will ask, the following list of questions (modified from Fretz, 1976) are often used during interviews. A good way to prepare for your interview—and relieve some of your anxiety—is to role play an interview with you as the interviewee and your roommate as the interviewer who will ask you the following questions.

* What are your ideas on salary?
* What are your special abilities?
* Are you having other interviews?
* What are your future career plans?
* Do you plan to go to graduate school?
* Why did you choose your college major?
* Why would you like to work for our company?
* What positions of leadership have you held?
* Have you ever had a serious injury or illness?
* What are the disadvantages of your chosen field?
* Are you willing to go where a company sends you?
* In what type of position are you most interested?
* How did you spend your summer vacations during college?
* What have you learned from the jobs that you have held?
* What jobs have you enjoyed the most and the least. Why?
* How do you spend your spare time? What are your hobbies?
* What is your idea of how business/industry operates today?
* What are the titles of the last three books you have read?
* What college classes did you like the most and the least? Why?
* How long do you expect to work for this company if you are hired?
* What have you done which shows initiative and willingness to work?
* Do you prefer to work in any particular geographic locations? Why?
* What do you think determines an employee’s progress in a good company?
* Do you feel you have received a good general education in college? Why?
* What would your previous employers say are your strengths and weaknesses?
* What jobs have you held? How did you get them and why did you leave them?
* What specifically have you done in college to enhance your leadership skills?
* What percentage of your college expenses did you earn and how did you earn them?
* What knowledge/skills/characteristics do you possess that will make you successful in this job?
* In what school activities have you participated, why did you participate in them, and which did you enjoy most?
* Are you tolerant of persons who are different from you? If so, give specific examples of how you have exhibited this tolerance?

Don't forget that it is perfectly acceptable for you to say "I don't know" during an interview. Interviewers value honesty and are very sensitive to attempt to bluff them with incorrect, falsified, or overly inflated information. Just remember that honesty is the best policy. You want to be employed by a company in which you feel comfortable and secure. If you feel that you must lie during an interview to be hired, then that is not the right company for you.
Reasons for interview failures

The following list of characteristics and attitudes are often cited as factors that cause applicants to be rejected during job interviews. Read them carefully, decide which of them apply to you, and do everything in your power to avoid exhibiting them during job interviews (or in any other social situations in your life).

Indecision
Lack of maturity
Cynicism or sarcasm
Merely shopping around
Poor personal appearance
High pressure personality
"Its who you know" attitude
Lack of interest in company
Little or no sense of humor
Inability to take criticism
Criticism of past employers
Indefinite answers to questions
Does not ask questions about the job
Lack of knowledge of field of specialization
Lack of career planning, purposes, and goals
Lack of appreciation of the value of experience
Lack of tact, courtesy, manners, or social skills
Lack of confidence and poise, nervous, or ill-at-ease
Lack of interest and enthusiasm, passive, or indifferent
Unwilling to start at the bottom, expects too much too soon
Overbearing, overaggressive, conceited, or know-it-all attitude
Overemphasis on $$ and interested in only the best dollar offer
Makes excuses, evasive, tries to cover up unfavorable factors in record
Inability to express thoughts clearly, poor voice quality, or incorrect grammar
Graduate School in Psychology

"THIS CONCLUDES OUR EMPOWERMENT SEMINAR. YOU MAY NOW ALL FLY AWAY."
Quick Tips for Applying to Graduate School in Psychology

Bill Lammers, PhD
University of Central Arkansas

The purpose of the following bulleted lists is to provide students with a basic overview of some of the important steps in applying to graduate school in psychology. Even the best students are often unaware of the variety of factors that comprise an application to graduate school and the relative importance of these factors to graduate review committees. Many students do not realize that getting good grades is only one factor. Students most likely to be accepted into graduate programs will be those who are strong in several areas.

THIS INFORMATION IS MOST USEFUL once you have decided to go to graduate school, have considered different types of degrees and careers, and have decided on a particular area of emphasis. It will not help you make these decisions. There are several more comprehensive guides to the process and these are listed in the last section. I strongly encourage you to review such guides. It is never too early to begin thinking about graduate school and never too early to get involved in activities that will result in a better application. It takes time to build a successful application for graduate school.

Obtaining Information About Programs

[See "Other Resources" at the conclusion of this article for further reference information and additional materials.]

Books

• Graduate Study in Psychology and Related Fields (published by the American Psychological Association) lists all graduate programs in North America and can be referenced by state and subject area.

• Insider's Guide to Graduate Programs in Clinical Psychology (published by Guilford) specifically highlights information about clinical and counseling programs.

Journals

• Search the psychological literature (e.g., PsycLit) for journal articles pertaining to the area in which you are most interested. Note the names of the authors who are publishing in this area and the names of the universities with which they are affiliated.

• Determine whether these universities offer the type of graduate degree that interests you.

• If a professor is doing what you would like to do and there is an appropriate graduate program at that university, send that person a brief e-mail expressing your interests and asking whether they are looking for a graduate student to work with them.

• If you can establish a strong link with a particular professor, you may have bought your ticket into graduate school.
Psychology Student Handbook

Conferences

• Several psychology conferences offer the opportunity to visit with representatives from graduate programs, particularly the Psi Chi programs at national and regional meetings of the American Psychological Association and the meeting of the American Psychological Society.

• If you will be attending a conference, determine whether any of the presenters are affiliated with a university that you are considering for graduate school. Attend their presentation. Introduce yourself and ask a few of those intelligent questions that you had prepared in advance! They just might be a member of the committee that reviews graduate applications.

Current Professors

• Each of the professors in your psychology department will be familiar with at least several graduate programs. Pick their brains for information and recommendations.

• Talk with your career advisor.

Psychology Department

• Many psychology departments collect information and resources regarding graduate school.

Professionals

• If you intend to pursue an applied area in psychology (e.g., counseling, industrial/organizational, etc.), seek out professionals who are currently working near where you live. Ask them where they went to graduate school and whether they have any recommendations.

Other Students

• Apply for membership in Psi Chi and become active in your local Psi Chi chapter and in the psychology club at your school.

• Get to know some senior psychology majors who are applying to graduate school.

Internet

• Nearly all graduate programs now have information on the Internet.

• You can often learn about the faculty members from their departments' websites.

• Some graduate programs have their applications posted on their website.

Taking the Graduate Record Examination (GRE)

What is the GRE?

The Graduate Record Examination is designed to measure academic aptitude in the areas of verbal skills, quantitative skills, and analytical skills.
Psychology Student Handbook

When to Take the GRE

• Preferably the summer prior to your senior year.
• This often permits more study time prior to the test.
• This allows for time to retake the GRE if necessary.
• If you take the GRE after December of your senior year, you run the risk of missing application deadlines.

Registration

• Determine which office on campus distributes GRE registration materials.
• Obtain the registration materials several months prior to when you plan to take the GRE.
• Select a date that does not coincide with other major events in your life (final exams, wedding, etc.).
• Be sure to register before the deadline.

Should I Take the Psychology Subtest?

• If you know that the schools you will apply to do not require the subtest, then don’t take it.
• Otherwise, take it.

Studying for the GRE

• Definitely do it!
• Obtain a study guide (available in book form or on CD).
• There are formal courses designed to prepare students, but these can be expensive.
• Take practice tests to become familiar with the format.
• Be sure to review your basic algebra and geometry.
• Don’t wait until it’s too late.

Taking the GRE

• Get plenty of sleep the night before.
• Arrive early at the test site.
• Use the skills and techniques that you learned from the study guide.
Psychology Student Handbook

Retaking the GRE

- Remember that graduate schools will see both sets of GRE scores.
- Retaking the GRE will not likely improve your scores unless:
  - You did not study for it the first time.
  - You were ill when you took it the first time.

Completing the Application Form

Be Sure To:

- Neatly type all information.
- Sign the waiver, which releases your right to see the letters of recommendation.
- Complete all requested information.

Additional Items to Include:

- A brief cover letter that notifies the program of your intent to apply and expresses your interest in a particular program.
- A resume that includes your educational background, work experience, volunteer experience, research experience, computer skills, other skills, and any awards that you have received.
- Any application fee that is required.

University Transcripts

What Are They?

- A record of all courses taken and grades received at a particular college or university.
- A record of any degrees obtained at a particular college or university.

How Are They Sent to the Graduate Schools?

- Notify the registrar’s office at each college or university that you have attended of your desire to have your transcripts sent to another university.
- Provide the registrar’s office with all of the names and addresses.
- Pay the required fees (usually several dollars per set of transcripts sent).

When Do I Have Them Sent?

- Make your requests at least four weeks prior to the application deadline.
- Contact the graduate schools one week before the deadline to verify that all of your transcripts have arrived.
Obtaining Good Letters of Recommendation

How Many?
• Graduate schools will usually request three.
• If you can obtain four very good letters, do it.

Who Do You Ask?
• Professionals who know you best. Professionals who will be able to say good things about you.
• Professors are best.
• Employers are good if the work is related to your field.
• Supervisors of volunteer work are good if the work is related to your field.

When Do You Ask?
• At least two weeks before the first graduate school deadline.
• Not more than six weeks before the first graduate school deadline.
• Never after the graduate school deadline!
• Plan to spend a few minutes with each recommender to share (with enthusiasm) your career goals.

What Do You Give the Recommender?
• Your name.
• Your major and minor.
• Class(es) you took with the professor, along with the grade(s) received.
• Description of any projects completed for the course(s).
• Cumulative GPA, psychology GPA, GRE scores.
• Description of work/volunteer experience related to your field.
• Description of research experience, including presentations and publications.
• List of organizations (e.g., Psi Chi, etc.) and leadership positions.
• List of conferences attended.
• Brief description of each graduate program to which you are applying.
• Any forms provided by each graduate school (with the waiver signed).
Psychology Student Handbook

• A stamped and addressed envelope for each graduate school.

Am I Done?

• No.

• One week before the deadline, check with each graduate school to verify that your application is complete.

• If letters of recommendation are missing, check with each recommender to verify that they have sent the letter.

Writing a Good Personal Statement

Be Sure to Include:

• All areas requested in the application.

• Your talents and strengths -- now is not the time to be modest.

• A weakness (only if requested) -- should be the shortest section of your statement and should end with a positive statement.

• Distinguishing accomplishments (awards, presentations, officer positions, etc.).

• Any computer skills you have.

• Evidence of your writing skills.

• Research experience.

• References to the particular graduate program (this will require some research).

• Follow length guidelines in application (usually 1 1/2 pages single-spaced).

Be Sure to Exclude:

• Emphasis on your weaknesses.

• Misspelled words, typos, incorrect grammar, etc.

• Negative remarks about any person or program.

• The fact that your interest in psychology stems from your own disorder.

Before You Mail Your Application:

• Have one of your psychology professors read it and provide feedback (preferably a professor writing a letter of recommendation for you).

• Have one of your favorite English professors read it for style.

• Print the statement with a quality printer.
• Read it one last time to make sure it is correct.

Other Resources

Books


Articles


**Videos**


**Websites**

There are many sites on the Internet that provide information about careers, graduate programs, and tips for being successful. Simply conduct a search for the topic in which you are interested.

**Bill Lammers,** PhD, is an associate professor of psychology at the University of Central Arkansas. He received his BA from San Diego State University and his MS (1987) and PhD (1989) in experimental psychology from Bowling Green State University. He teaches General Psychology, Statistics, Experimental Psychology, and Physiological Psychology. His research interests include psychophysiology, teaching techniques in higher education, technology and teaching, and methods of advising. He joined Psi Chi as an undergraduate and served as the faculty advisor for his local chapter for six years.

This article is reprinted from "Eye on Psi Chi," Spring, 2000.
The Unvalidated Graduate School Potential Test

Your answer to the following 22 yes-no questions (modified by Drew Appleby 1993, from Fretz & Stang, 1988) will give you a good idea of your potential for success in graduate school as determined by your current values and level of motivation. Answer each question honestly and truthfully. This is not a standardized or validated test, and its items are so transparent that anyone can fake them. Unless you are completely honest with yourself, the results will be of no value.

1. Does the idea of living at near-poverty level for two to seven years while studying most of the time repulse you?
2. Do you enjoy writing term papers?
3. Does the idea of making verbal presentations of academic material in front of a group bother you?
4. Do you enjoy reading psychology books even if they are not assigned?
5. Do you put off studying for tests or writing papers as long as possible?
6. Do you often give up desirable social opportunities in order to study?
7. Do you want to earn a high salary when you’re finished with graduate school?
8. Do you like to study?
9. Do you have trouble concentrating on your studies for hours at a time?
10. Do you occasionally read recent issues of psychology journals?
11. Do you dislike library research?
12. Do you have a drive to enter the profession of psychology?
13. Are there many other careers, besides being a psychologist, that you would like to pursue?
14. Do you intend to work full-time at a career?
15. Are you sick of school right now?
16. Are your grades mostly A’s and B’s?
17. Have any of your teachers ever suggested that you go to graduate school?
18. Did you do well (i.e., receive an A or B) in statistics?
19. Do you feel a Ph.D. is desirable primarily because of the social status it gives to those who hold it?
20. Do you like doing research?
21. Do you dislike competing with other students?
22. Can you carry out projects and study without direction from anyone else?
The psychology department provides its students with both a well-rounded education and the opportunity to explore specific areas of psychology in which they have special interests. Graduate education is a process of further refinement during which students become increasingly more proficient in and knowledge of an area of psychological specialization. The following description of 15 of these areas (from APA's Careers in Psychology booklet) will serve as an introduction for students who are pursuing careers that require graduate education in a specialized area of psychology.

CLINICAL PSYCHOLOGY: Clinical psychologists assess and treat people with psychological problems. They may act as therapists: for people experiencing normal psychological crises (e.g., grief) or for individuals suffering from chronic psychiatric disorders. Some Clinical psychologists are generalists who work with a wide variety of populations, while others work with specific groups like children, the elderly or those with specific disorders (e.g., schizophrenia). They may be found in hospitals, community health centers or private practice.

COUNSELING PSYCHOLOGY: Counseling psychologists do many of the same things that clinical psychologists do. However, counseling psychologists tend to focus more on persons with adjustment problems, rather than on persons suffering from severe psychological disorders. Counseling psychologists are employed in academic settings, community mental health centers, and private practice. Recent research tends to indicate that training in counseling and clinical psychology are very similar.

DEVELOPMENTAL PSYCHOLOGY: Developmental psychologists study how we develop intellectually, socially, emotionally, and morally during our life span. Some focus on just one period of life (e.g., childhood or adolescence). Developmental psychologists usually do research and teach in academic settings, but many act as consultants to day-care centers, schools, or social service agencies.

EXPERIMENTAL PSYCHOLOGY: This area of specialization includes a diverse group of psychologists who do research in the most basic areas of psychology (e.g., learning, memory, attention, cognition, sensation, perception, motivation, and language). Sometimes their research is conducted with animals instead of humans. Most of these psychologists are faculty members at colleges and universities.

EDUCATIONAL PSYCHOLOGY: Educational psychologists are concerned with the study of human learning. They attempt to understand the basic aspects of learning and then develop materials and strategies for enhancing the learning process. For example, an educational psychologist might study reading and develop a new technique for teaching reading from the results of the research.

SOCIAL PSYCHOLOGY: Social psychologists study how our beliefs, feelings and behaviors are affected by other persons. Some of the topics of interest to social psychologists are attitudes, aggression, prejudice, love and interpersonal attraction. Most social psychologists are on the faculty of colleges and universities, but an increasing number are being hired by hospitals, federal agencies and businesses to perform applied research.

SCHOOL PSYCHOLOGY: School psychologists are involved in the development of children in educational settings. They are typically involved in the assessment of children and the recommendation of actions to facilitate students learning. They often act as consultants.
to parents and administrators to optimize the learning environments of specific students.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: Industrial/Organizational (I/O) psychologists are primarily concerned with the relationships between people and their work environments. They may develop new ways to increase productivity and be involved in personnel selection. They may develop new ways to increase productivity or be involved in personnel selection. You can find I/O psychologists in businesses, industry, government agencies, and colleges and universities. I/O psychologists are probably the most highly paid psychologists.

PHYSIOLOGICAL PSYCHOLOGY: Physiological psychology is one of psychology's hottest areas because of the recent dramatic increase in interest in the physiological correlates of behavior. These psychologists study both very basic processes (e.g., how brain cells function) and more observable phenomena (e.g., behavior change as a function of drug use or the biological/genetic roots of psychiatric disorders. Some physiological psychologists continue their education in clinical areas and work with people who have neurological problems.

ENVIRONMENTAL PSYCHOLOGY: Environmental psychologists are concerned with the relations between psychological processes and physical environments ranging from homes and offices to urban areas and regions. Environmental psychologists may do research on attitudes toward different environments, personal space, or the effects on productivity of different office designs.

HEALTH PSYCHOLOGY: Health psychologists are concerned with psychology's contributions to the promotion and maintenance of good health and the prevention and treatment of illness. They may design and conduct programs to help individuals stop smoking, lose weight, manage stress, prevent cavities, or stay physically fit. They are employed in hospitals, medical schools, rehabilitation centers, public health agencies, and in private practice.

FAMILY PSYCHOLOGY: Family psychologists are concerned with the prevention of family conflict, the treatment of marital and family problems, and the maintenance of normal family functioning. They conduct programs for marital enrichment, premarital preparation, and improved parent-child relations. They also conduct research on topics such as child abuse, family communications patterns, and the effects of divorced and remarriage. Family psychologists are often employed in medical schools, hospitals, community agencies, and in private practice.

REHABILITATION PSYCHOLOGY: Rehabilitation psychologists work with people who have suffered physical deprivation or loss at birth or during later development as a result of damage or deterioration of function (e.g., resulting from a stroke). They help people overcome both the psychological and situational barriers to effective functioning in the world. Rehabilitation psychologists work in hospitals, rehabilitation centers, medical schools, and in government rehabilitation agencies.

PSYCHOMETRICS AND QUANTITATIVE PSYCHOLOGY: Psychometric and quantitative psychologists are concerned with the methods and techniques used to acquire and apply psychological knowledge. A psychometrist revises old intelligence, personality, and aptitude tests and devises new ones. Quantitative psychologists assist researchers in psychology of other fields to design experiments or interpret their results. Psychometrists and quantitative psychologists are often employed in colleges and universities, testing companies, private research firms, and government agencies.
PSYCHOLOGY AND: THE LAW AND FORENSIC PSYCHOLOGY: Psychology and the law studies legal issues from a psychological perspective (e.g. how juries decide cases) and psychological question in a legal context (e.g. how jurors assign blame or responsibility for a crime). Forensic psychologists are concerned with the applied and clinical facets of the law such as determining a defendant's competence to stand trial or if an accident victim has suffered physical or neurological damage. Jobs in these areas are in law schools, research organizations, community mental health agencies, and correctional institutions.

"...and, as you go out into the world, I predict that you will, gradually and imperceptibly, forget all you ever learned at this university."
Psychology Student Handbook

Time Table for Choosing and Applying to Graduate Schools

FRESHMAN YEAR

1. Complete and save your own personal computer academic advising file.

2. Become a student member of the American Psychological Association (APA) and request a free copy of APA's Careers in Psychology booklet.

SOPHOMORE YEAR

1. Begin the process of determining your specific interests in psychology (e.g. clinical or industrial) and the type of employment you will eventually seek.

2. Begin taking at least one more math, science, writing and speech course than is required by the college.

3. Find out the research interest of the psychology faculty, contact those whose research interests you, and volunteer to assist them with their research.

4. Attend an undergraduate psychology research conference.

5. Contact a graduate of the psychology department who has been to graduate school and ask him/her to give you advice about preparing for graduate school.

6. Order copies of Graduate Programs in Psychology and Preparing for Graduate Study in Psychology: Not for Seniors Only from APA. These will cost about $25, but they are great investments because they contain so much valuable information.

7. Examine what type of internship interests you.

8. Write a complete resume.

JUNIOR YEAR

1. Talk to faculty members about graduate schools and programs that they recommend.

2. Narrow your choices of graduate programs (from your study of Graduate Programs in Psychology and discussions with faculty members), and write 20-50 schools using the "graduate school information request letter" contained in this chapter.

3. Prepare a folder for each school. Record specific deadlines and requirements (e.g., number of letters of recommendation) from the information you receive.

4. Become involved in a research project with a faculty member.

Choose a topic in which you are very interested and resolve to write an APA style paper on this topic that is of sufficient quality to strengthen your graduate school applications.

5. Pick up information in the Registrar's Office about the Graduate Record Exam (GRE) and register to take it during the October of your senior year.

6. Ask at least three faculty members if they are willing and able to write you strong
letters of recommendation.

SENIOR YEAR

1. The Summer Before Your Senior Year
   a. Visit your top graduate school choices.
   b. Prepare a letter for each of the faculty members who will be writing your a letter of recommendation. This letter should include a copy of your transcript, your cumulative GPA in psychology and all other courses, and a copy of your completely undated personal computer academic advising file.
   c. Consider taking the GRE offered in June.
   d. Obtain summer employment experience or education related to psychology.

2. September to November
   a. Give your letters to your faculty recommenders accompanied by stamped envelopes addressed (typed, not handwritten) to the schools to which your letters will go.
   b. Consult the Financial Aid office about assistance in graduate school.
   c. Obtain your transcript from the Registrar's Office and check it for errors.
   d. Prepare drafts of any personal statements requested by graduate schools and have faculty read them and make suggestions. Prepare the final copies in your most professional manner.
   e. Take the GRE. (Retake the GRE if your scores are low.)

3. December
   a. Request that your GRE scores (through ETS in New Jersey) and your college transcript to be sent to your chosen graduate schools.

4. Over Christmas Vacation
   a. Mail application forms. Be sure they are typed and proofread carefully.
   b. Make a copy of each application and record its address and mailing date. File this information for each school in its respective folder.

5. January to March
   a. Arrange interviews with your top choice graduate schools by phone, go for the interviews, and record the strengths and weaknesses of each school.
   b. Write thank you notes to each faculty member and graduate student with whom you interviewed. Include copies of any research papers that you think will help strengthen your application.

6. April to May
a. Replies from graduate school should begin to arrive. Call schools to check the status of your application if they have not replied by April 15.

b. After careful consideration, decide which school you will attend and inform all schools of your decision.
Masters's degree before Ph.D.: Help or hinderance

The competition for doctoral programs is intense, and each year many well-qualified students (who may very likely succeed in graduate school) do not get admitted into Ph.D. programs. They may have excellent but not exceptional qualifications. One alternative for such students is to obtain a terminal master's degree from a non-Ph.D. granting institution in general-experimental psychology and then apply to a doctoral program. A master's program will give the student an opportunity to strengthen his or her credentials (particularly in research), to demonstrate an ability to do graduate-level work, and to work closely with a faculty member (an opportunity which the student may not have had as an undergraduate).

The merits of this strategy have been demonstrated in the American Psychologist in recent years. Howell and Murdock (1972) and Saccuzzo and Schulte (1978) conclude from surveys of graduate schools that a terminal master's degree may actually decrease a student's chances for a doctoral program. Annis, Tucker, and Baker (1978) agree that this is especially true for students seeking programs in clinical and community psychology. On the other hand, students with master's degrees are generally regarded as more qualified than bachelor's level applicants and are more likely to complete the doctorate (Annis et al., 1978). Moreover, although only about 20% of doctoral students in clinical and non-clinical programs enter with master's degrees (Saccuzzo & Schulte, 1978), very high rates of acceptance (80-100%) into doctoral programs by applicants from master's degree programs have been reported (Mealiea, 1973a, 1973b; Ward & Ziegler, 1973). It could be noted that each year there are fewer master's level than bachelor's-level applicants for doctoral programs. Therefore, although the acceptance rate for those with master's degrees may be higher, they still constitute a minority of doctoral students.

Prospective graduate students are advised to discuss this issue with several faculty members. A pragmatic strategy is to select several master's programs which have good records for sending their graduates into doctoral programs. The student should then apply to both master's and doctoral programs at the same time-avoiding last-minute application to master's programs in April or May, if not accepted into a doctoral program. The May issue of APA Monitor lists the institutions that still have openings in graduate programs for the fall, In addition, the December issue each year of the American Psychologist lists the APA-approved doctoral programs in clinical, counseling and school.
Dear Sir or Madam,

I am a junior psychology major at Shippensburg University, and am in the process of gathering information about graduate programs in psychology. Would you please send me the following materials?

1. Specific information concerning your psychology program, faculty interest in research, special opportunities, requirements for admissions, and internships.

2. An application for admission into your psychology program.

3. Information concerning assistantships, fellowships and other forms of financial aid.

4. Information about the availability and cost of graduate student housing.

5. A graduate catalog from your institution.

I would appreciate receiving this information as soon as possible. Thank you in advance for your cooperation.

Sincerely,

John/Jane Q. Student
The Graduate Record Exam

Dr. Drew Appleby, Marion College

The Graduate Record Exam (GRE) is required by virtually every graduate program in psychology. It consists of two separate three-hour tests: (a) the General Test (composed of sections measuring verbal, quantitative, and analytical abilities) and (b) a Subject Test that measures understanding of basic psychological principles and facts. Most graduate programs require only the General Test, and the verbal and mathematical scores of the General Test are commonly viewed as most important. Consult APA's Graduate Study in Psychology and Associated Fields to determine the specific requirements of the individual programs. Students should obtain a copy of the GRE Information Bulletin that contains an application form and sample test question) from the Registrar's office during their junior year. Registration deadlines are usually six weeks before each test.

Students often ask if it is possible to study for the GRE. The answer is YES! There are two major reasons for this emphatic response, one dealing with knowledge enhancement and the other with anxiety reduction. There are several published study guides for the GRE (one published by Barrons is highly recommended) and the psychology department also has a computerized study guide entitled "Mastering the GRE" available in the computer lab. These guides contain sample tests and are designed primarily to prepare a student to take the quantitative and verbal sections of the General test. Students who intend to go to graduate school should purchase a GRE study guide in their junior year and spend a number of serious hours studying it during the subsequent summer. Rereading lecture notes from psychology classes and reviewing a copy of a recently published general psychology text book are the best ways to prepare for the GRE Subject Test in psychology. Even if a student does not learn anything new while studying for the GRE (which is highly unlikely), the process of becoming familiar with the type of material to be tested and the format of the test itself will reduce test anxiety and increase test-taking speed. In their chapter from Is Psychology the Major for You? Lunneborg and Wilson (1987) make the following points about the importance of the GRE and the attitude that students should develop toward it.

"How important is the GRE? Very important! But it is only one of several criteria evaluated. One's attitude toward the GRE should be acknowledging its importance, studying hard for it, doing as well as possible, and then following through with an application strategy consistent with one's test scores. Poorer-than-expected test scores may mean toning down one's list of prospective graduate programs. In addition, the GRE should be viewed as a one-time endeavor. Even though the test can be retaken, all scores are reported, and the first scores are generally considered as the most valid. There is a 50-50 chance for getting a poorer second score; most students we have known did not do significantly better on a second try" (p. 92).

Another test required by approximately 25% of graduate programs is the Millers Analogies Test (MAT) which consists of 100 analogies administered in 50 minutes. A free booklet describing the MAT can be obtained from the Psychological Corporation, 304 East 85th Street, New York, NY 10017.
Preparing for the GRE: The Quantitative Section

Carina Tornow (1992)

The biggest concern about the GRE's quantitative section is the difficulty level. The GRE tests your knowledge of high school mathematics. In fact, the GRE's general tests is very similar to the SAT. Both test your knowledge of arithmetic, algebra, and geometry. If you remember the fundamental rules and principles from these areas (which the GRE bulletin does not fully supply you), then your major difficulty will be understanding the wording of the mathematical problems.

First step in preparing for the GRE is to refamiliarize yourself with the basic principles of the three subjects tested. I recommend finding a book that summarizes the basic principles of each of these areas. Once you feel that you have an adequate background, start working on practice problems by GRE study guides.

When solving the mathematical problems in the study guides make sure that you understand the logic behind getting the answers. Your only tools for solving a problem are given information and some mathematical rules. Do not assume anything that cannot be proved. Especially on the geometry problems, the GRE will mislead you sometimes with inaccurate diagrams. When solving a work problem do not panic, do the following steps:

First, read the problem and try to categorize it as an arithmetic, algebra, or geometry problem.

Second, restate the problem into mathematical terms. This may require you to define a variable, like x, and to write down an equation or two.

Third, define what the problem wants you to find.

Fourth, determine how you can get the answer by remembering which mathematical rules are applicable to this problem. Some of the problems may not be solved directly, so you need to find another approach to the problem. A problem may contain a few unknown values which will need to be solved first before you can get the final answer.

Fifth, do the computations.

If you do not have much time to study for the GRE, then you should spend most of your time on studying the mathematical approaches to solving the problems. Understanding the strategies and logic behind solving a problem will benefit you the most. The GRE will make a simple problem hard by wording the problem in an unfamiliar way and by misleading you into making false assumptions. Studying a textbook will not help you prepare for the GRE because the problems are not presented in the same format. The best tool for preparing for the GRE is the computer program, Mastering the GRE, which is located in the psychology lab. This program has practice questions with explanations available. It tries to teach you the strategies and logic behind solving the problems. Also, the book that comes with the program covers most of the mathematical rules that you will need to know.
The analytical section of the GRE requires little preparation. You have to use logic. When order is mentioned, you should write down a rough diagram of the order of items. When an assumption has to be made, the assumption should be based on some relationship with the given information.

When taking the GRE, you should first do the problems you know how to solve. This will help build your confidence. If you get frustrated on a problem, then try a different approach to the problem or skip it. The last comment, do not make the problem seem harder than it is. Many people think if the problem seems too easy then they must be wrong.

"Ha! Webster's blown his cerebral cortex."
Most graduate schools require a personal statement as a part of your application. This statement is often centered around your interest in psychology, your personal background, the reasons you are applying to that particular program, and your career and personal objectives. Although a well written personal statement will not overcome poor grades or low GRE scores, a poor one will surely hurt your chances of acceptance. Fretz and Stang (1988) cite the following example.

"Take the case of the student with a competitive grade point average and good references who was not accepted to any of the 11 programs he applied for. One cannot be sure, but the biographical statement included with his-applications is the suspected reason. First, it was poorly typed, with many smears and crossed-out words. The spelling and grammar were both appalling. Finally, the content left much to be desired. It was far too long--about 15 pages--and went into detail about this person's philosophy of life (which was far from the establishment viewpoint). It also stressed emotional agonies and turning points in his life. Hoping to cure the world of all its evils, this person tried to indicate how a PhD in psychology was necessary to fulfill that end. In short, it was an overstated, ill conceived essay that may have been received so badly that it overshadowed his other attributes and data" (p. 45)

Plan and produce your personal statement as carefully as you would a crucial term paper. The following tips (quotes taken from Fretz and Stang) will help you produce a personal statement as impressive and effective as the sample on the following page.

1. Word-process your personal statement. It will require a series of drafts, and the inconvenience of rewriting each draft with a conventional typewriter can make you willing to settle for a less-than-perfect final product.

2. Before you begin your statement for each school, read as much about their program as possible so that you can tailor your statement to the program and convince the admissions committee that you will fit their program like a glove. "Each year many applicants will write, for example, that they want to attend the counseling psychology program at University X because they want to learn how to counsel emotionally handicapped children even though the program specifies in its brochure that it does not provide training for work with young children. The selection committee immediately rejects those candidates."

3. Prepare an outline of the topics you want to cover (e.g., professional objectives-and personal background) and list supporting material under each main topic. Write a rough draft in which you transform your outline into prose. Set it aside and read it a week later. If it still sounds good, go to the next stage. If not, rewrite it until it sounds right.

4. Check your spelling, grammar, punctuation and capitalization carefully. Nothing detracts from the contents of a statement more than these types of errors. Avoid slang words that make you sound uneducated, and overly elaborate words of stilted language that will make you appear pompous or pretentious.

5. Ask two of your teachers to read your first rough draft and make suggestions. Incorporate these suggestions into your second rough draft. Ask for another reading and
set of suggestions, and then prepare your final statement.

6. Your final statement should be as brief as possible--two double-spaced pages are sufficient. Stick to the points requested by each program, and avoid lengthy personal or philosophical discussions. If your statement sounds egocentric or boring, those who read it will assume you are egocentric or boring.

7. Do not feel bad if you do not have a great deal of experience in psychology to write about; no one who is about to graduate from college does! Do explain your relevant experiences (e.g., Co-op jobs or research projects), but do not try to turn them into events of cosmic proportion. "Be honest, sincere, and objective--that is the only way to impress the evaluators that you are a person who is already taking a mature approach to life."
Graduate school can be a traumatic experience. Many graduate students spend their time complaining about the heavy work load, the uncaring attitudes of faculty, and the constant pressure of being evaluated. These students quickly begin to devalue their graduate education, deny its relevance and develop strategies that help them to "beat the system" (i.e., merely satisfying degree requirements without engaging in any actual learning.) Graduate school for these people is an unpleasant experience to be endured, survived, and forgotten as quickly as possible. What a shame! Another group seems to thrive on their graduate education. According to Bloom and Bell (1979): "These are the few who proceed through the program with the minimum amount of difficulty and a maximum amount of quality performance. They are respected by the faculty, they receive the best financial assistance, they receive accolades, and as a group, they end up with the best employment" (p. 231). These are the graduate school superstars. but what makes them so successful? Bloom and Bell asked 40 of their colleagues (who had earned doctorates from well-known programs around the country) to describe the superstars they had known. The results were amazingly consistent and can be organized into the following five factors.

Visibility: The most often mentioned behavioral characteristic was visibility. Superstars were observed to be physically present in the department, during and often after working hours.

Hard Working: The next most often mentioned quality was that they were hard working. It is important to point out that the superstars were perceived as hard working because faculty actually saw them working hard. Other students may have worked harder, but because they were working hard at home or in the library, they were not perceived to be as hard working as the superstars.

Reflection of Program Values: A consistently mentioned quality was the faculty's perceptions of their professional values. These values were concordant with program values for research and scholarly excellence. Superstars are engaged in ongoing research projects in addition to their M.A. and Ph.D. theses. Nonsuperstars did research because it was a degree requirement. Superstars viewed research as an integral part of their discipline and a desirable and worthwhile activity for any professional psychologist. They were curious enough about a problem to want to see data on it. Superstars also recognize the value of having contact with broad areas of psychology, even though their own programs might be highly specialized.

Professor Attachment: From the time they entered graduate school almost all superstars attached themselves to one or two faculty members with whom they continued to work during the course of their training.

The W Factor: The final characteristic was that superstars had the ability to make faculty feel worthwhile and rewarded. Typical faculty responses were "early on, they were easy to teach," "they picked up things quickly," "they could receive and use feedback well," "they were not constant complainers," and "they were able to grow into college status without taking advantage." In essence, the superstars listened, learned, grew, and produced, which in turn made the faculty member feel worthwhile and rewarded for his/her investment and chosen occupation.
Note that the above characteristics do not include intelligence, excellent grades, or writing ability. Perhaps these qualities are simply assumed to exist in superstars. The lesson to be learned from these findings is that success in graduate school is due to more than just raw brain power. It is also strongly affected by dedication, hard work, loyalty, a willingness to embrace the values of a program, and the ability to make faculty feel worthwhile and rewarded.
If you were not accepted into a graduate school after checking all institutions at the last minute for openings and applying to several master's programs related to your primary areas of interest, don't give up yet! Seek employment, preferably related to psychology, and try to be admitted as a special graduate student at the nearest institution offering graduate courses in psychology. Enroll in one or two courses that won't conflict with your work schedule and commit yourself to making an "A" in these courses. The more experimentally oriented the courses, the better (an "A" in graduate statistics will be quite valuable in convincing evaluation committees to ignore a "C" in undergraduate statistics). When you reapply to graduate school next year, these efforts assist in convincing the review committee that you are persistent, capable of performing at the graduate level, and motivated to continue study in psychology as well as give you graduate credits towards a degree that may be transferred later. You may even seek to be admitted to the graduate program in psychology in mid-term where you are taking the graduate work (although you may still wish to transfer to another program later). But to reap these benefits, you must perform well in any graduate courses you attempt! You should then update your resume, correcting weaknesses if possible, review those places applied to previous spring, realistically determining why you were rejected, and reapply to those for which you feel you are qualified (you may have been rejected because the particular applicants against whom you were compared were all exceptional; the next year this may not happen again). Apply to a few new places, too. Follow the Senior year timetable again and consider retaking the GRE if your scores are low. Save what money you can while working so the availability of financial aid will not dictate if you are to attend graduate school.

If you do not want to go to graduate school at this time (or can't, and have followed the procedures in the timetable above for obtaining a job, then you should try to expand your contacts with psychologists and mental health agencies, informing them of your availability. Consult books such as What Color is Your Parachute (Bolles, 1977), The Quick Job-Hunting Map (Bolles, 1975), Where do I go from here with my life? (Lathrop, 1977) for a better idea of what is available in the field. Then check the following for jobs related to psychology.

1. Federal Government: The specific agencies and addresses are found in the Psychology Major: Training and Employment Strategies (Wood, 1979), but start with the Office of Personnel Management, the Veterans Administration, the Department of Education, The Department of Health & Human Services, and the Department of Justice (especially the Bureau of Prisons and the Drug Enforcement Administration).

2. Community Agencies: mental health agencies, welfare agencies, the juvenile division of the police department of court system, rehabilitation centers, home for special populations, alcohol and drug abuse agencies are all starting places.

3. Private Firms: check industries and agencies for survey work, data collection and/or evaluation, research assistance, for staff positions in private care facilities for the aged, emotional disturbed, mentally retarded, alcoholic or drug addicted, and for personnel work.

Don't ignore unusual possibilities such as museum work arranging displays and evaluating their interest, doing research for an insurance agency or conducting behavioral tests of the effects of various chemotherapeutic agents for a pharmaceutical organization. Creative alternatives increase the job market considerably.
The two most common options available to college graduates are finding a job or going to graduate school. Therefore, a question they often ask their academic advisers is: "How do I get into graduate school?" or "How do I get a job?" These questions should be addressed early in an undergraduate's college career because the answers are often very unpleasant if the student has not engaged in appropriate career-planning activities during the freshman and sophomore years and carried through on these plans as a junior and senior. The first step in this process involves the student's decision to pursue (1) a career that requires a graduate degree or (2) a job in a field for which graduate education is unnecessary. The second step is to determine the set of factors that will increase the probability of success in that career plan. The third step is to maximize these factors. To assist academic advisers in their attempt to help students answer these questions and maximize their chances of post-graduate success, Milton, Pollio, & Elson (1986) performed a survey of "362 representatives of business and industry who were actively involved in interviewing and hiring college graduates" and 500 college faculty from the areas of Natural Science, Social Science, the Humanities, and PreProfessional Programs. The task of the members of these samples was to rate the importance of each of the factors in the following 15 item lists on a 1 to 7 scale depending upon "the value or degree of importance they placed on each of the 15 possible pieces of information when reviewing the materials submitted by recent college graduates for either employment in their firm or for admission to graduate school." The two following lists are arranged in descending order of the ratings.

**BUSINESS REPRESENTATIVES**

1. Personality of student
2. Grades in major courses
3. Nature of noncollege jobs
4. Overall grade point average
5. Breadth of courses taken
6. School/Recommender reputation
7. Breadth of life experience
8. Extracurricular activities
9. Publications, awards, and honors
10. Number of difficult courses
11. Samples of student writing
12. Affirmative action needs
13. Contributions to the school
14. Letters of recommendation
15. Standardized test scores

**COLLEGE FACULTY**

1. Grades on major courses
2. Number of difficult courses
3. Samples of student writing
4. Letters of recommendation
5. Publications, honors, awards
6. Breadth of courses taken
7. School/Recommender reputation
It appears from these lists that employers and graduate schools put emphasis on very different factors when they weigh the qualifications of newly graduated college students. A quick check of the top five factors indicates that employers appear to be most impressed with job applicants who possess a good personality, earn high grades in both their majors and a wide variety of courses, and have relevant employment experience outside the college environment. Graduate schools are most impressed with undergraduates who earn high grades in their majors, take difficult courses, are good writers, earn high recommendations, and have publications, honors, or awards to their credit. Undergraduates should study these lists very carefully during the early stages of their college careers when they are engaged in initial career planning activities. Their willingness and ability to successfully attain these factors will have a profound effect upon their chances of post-graduate success.
Shippensburg University Psychology Graduate Program

Shippensburg University's graduate psychology program leads to a master's degree in general psychology. It is designed with two different students in mind: One is interested in eventually entering a PhD program, but for whatever reason -- grades, or GREs, coursework, location... -- is hesitant to apply right away. The other kind of student is already working in a psychology-related field, but needs further education in order to improve their situation.

It should be clearly understood that we do not provide training for those who are interested in entering the fields of counseling or clinical psychology! If that is your interest, please see Shippensburg's Counseling Department.

Tencourses (30 cr.) are the minimum required for graduation. By taking three classes (9 cr.) each semester, one can complete the program in two years. You may take longer, but please understand that we cannot accommodate those who wish to get a degree in less than two years.

Required courses -- Two courses (6 cr.):

- 500 -- Advanced Research Design and Statistics and
- 540 -- History of Psychology

540 should be taken in your first fall semester; 500 should be taken in your first spring semester.

All masters students must pass a test of basic statistical knowledge to be admitted to Psych 500. Further details are available from the department office. Please note that 500 is a prerequisite for the thesis!

Core courses -- Four courses (12 cr.), one course from each cluster. Students are encouraged to take more core courses as electives. Please note that they are only offered one semester every other year, so schedule wisely!!!

Cluster one -- offered every fall semester of every odd year:

- 512 -- Theories of Learning and/or
- 516 -- Psychology of Motivation

Cluster two -- offered every spring semester of every odd year:

- 519 -- Life Span Psychology and/or
- 533 -- Advanced Social Psychology

Cluster three -- offered every fall semester of every even year:

- 515 -- Theories of Personality and/or
- 534 -- Research in Abnormal Psychology

Cluster four -- offered every spring semester of every even year:

- 531 -- Advanced Cognitive Psychology and/or
- A 500-level biological psychology course
Elective courses -- Four (12 cr.) more of the above or other 400 or 500 level psychology courses.

Please note: It is required that, if you decide to take Thesis I, you must also complete Thesis II! Should you not do so, you will not receive credit for Thesis I. A thesis is not required in our program, but is strongly recommended for those considering going on for the PhD. For more information on the thesis, click here.

Please note:

No more than four courses (12 cr.) may be from the 400 level. No more than three courses (12 cr.) may come from outside psychology. Permission required! No more than three courses (9 cr.) may come from another university. Permission required!
Recommended courses for students planning to attend graduate school in psychology

Sorry, your highness, but you're really not the dictator of Lithuania, a small European republic. In fact, there is no Lithuania. The hordes of admirers, the military parades, this office -- we faked it all as an experiment in human psychology. In fact, your highness, your real name is Edward Belcher, you're from Long Island, New York, and it's time to go home, Eddie.
If you are considering attending graduate school in psychology, you will need:

1) as many of the foundations classes as possible
2) PSY440 History and Systems
3) math courses through the pre-calculus level
4) courses in which you have the opportunity to write, especially ENG112 The Documented Essay
5) courses in which you gain computer experience
6) research experience with faculty members

These courses will give you the necessary background for graduate study, as well as prepare you for the GRE General Exam and the GRE Psychology Subject Exam, examinations on which you must score well for entrance into many graduate programs. Writing skills and some computer experience are also essential to success in graduate school; you need to find some way, whether in a course or outside the classroom, to make sure you have these skills.

If you know the area of psychology in which you intend to pursue graduate studies, you can select elective courses that are consistent with your specific interest. The following pages contain recommended courses for those who intend to pursue graduate study in the following areas:

Clinical Psychology
Cognitive Psychology
Conditioning and Learning
Counseling Psychology
Developmental Psychology
Health Psychology
Industrial-Organizational Psychology
Legal Psychology
Personality
Physiological (or Comparative) Psychology
School Psychology
Social Psychology
Statistical-Mathematical Psychology
Clinical Psychology

Clinical Psychology involves assessment and treatment of individuals with mental illness or problems such as drug abuse and brain injuries. Some Clinical Psychologists also conduct research on the causes and treatment of mental illnesses. Compared to counseling programs, clinical programs have much more competitive admissions (about as competitive as medical school), and clinical programs will prepare you to work with individuals who have more severe problems such as schizophrenia or brain injury.

Important Courses to Complete:
- PSY 235 Conditioning and Learning
- PSY 240 Psychology of Personality
- PSY 265 Childhood & Adolescence
  OR PSY 352 Adulthood & Aging (or both)
- PSY 270 Social Psychology
- PSY 330 Abnormal Psychology
- PSY 361 Psychology of Group Interaction
- PSY 301 Experimental Psychology
- PSY 305 Applied Research Methods
- PSY 320 Physiological Psychology
- PSY 384 Person-to-Person Interaction
- PSY 440 History and Systems
- PSY 485 Tests and Measurement
- BIO 150 Human Biology OR a similar biology course

Experience in clinical/mental health setting is absolutely essential:
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology (in a mental health setting)

Research experience, such as:
- PSY 374, 375 Advanced Research in Psychology I & II
- PSY 381, 382 Honors Thesis I & II

Other courses that may be useful:
- PSY 220 Psychology of Adjustment
- PSY 325 Psychology of Human Cognition (esp. if you may work with brain-injured people)
- PSY 355 Psychology of the Exceptional Child
- PSY 410 Psychology and Women
- PSY 420 Health Psychology
- PSY 435 Psychopharmacology
- PSY 450 Crisis Intervention
- HPE 207 Stress Management
- SPE 160 Introduction to Intergroup/Intercultural Communications
- SWK 265 Understanding Diversity of Social Work Practice
- Proficiency in speaking and understanding Spanish
Cognitive Psychology

Cognitive psychologists experimentally study the processes and organizational principles of human memory, reasoning, concept formation and other "higher" mental processes. Cognitive psychologists are usually found in academic, medical (esp. neurological), or industrial settings.

Important courses to complete:
- PSY 397 Human Cognitive Development
- OR PSY 260 Childhood & Adolescence
- PSY 235 Conditioning & Learning
- PSY 270 Social Psychology
- PSY 301 Experimental Psychology
- PSY 320 Physiological Psychology
- PSY 325 Psychology of Human Cognition
- PSY 352 Adult Development and Aging
- PSY 430 Sensation and Perception
- PSY 485 Tests and Measurement
- PHL 301 Logic

Research experience, such as:
- PSY 374, 375 Advanced Research in Psychology I & II
- PSY 381, 382 Honors Thesis I & II

Other courses that may be useful:
- PSY 330 Abnormal Psychology
- PSY 475 Industrial & Organizational Psychology
- PSY 512 Theories of Learning
  (graduate level course - must get permission from instructor)
- PSY 531 Advanced Cognition
  (graduate level course - must get permission from instructor)
- PSY 533 Social Cognition
  (graduate level course - must get permission from instructor)
Conditioning and Learning

The study of condition and learning can be focused on animal or human behavior. Traditionally, learning theory has used animal models in an attempt to understand basic processes of the modification of behavior through experience. Research in the area often focuses on conditioning and reinforcement mechanisms. In the last few decades, learning theory has become more biologically based as mechanisms of evolution have been incorporated into psychology.

Important courses to complete:
- PSY 235 Conditioning and Learning
- PSY 320 Physiological Psychology
- PSY 330 Abnormal Psychology
- PSY 301 Experimental Psychology
- PSY 430 Sensation and Perception
- PSY 435 Psychopharmacology

Experience in a relevant setting, such as:
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology
- BIO 100 Basic Biology
  - or BIO 105 A Lab Approach (if not taken in high school)
- BIO 110 Zoology
- BIO 150 Human Biology

Research experience, such as:
- PSY 374, 375 Advanced Research in Psychology I and II
- PSY 381, 382 Honors Thesis I & II

Other courses that may be useful:
- PSY 325 Psychology of Human Cognition
- PSY 516 Motivation
  - (graduate level course--must get permission of the instructor)
- PSY 532 Advanced Physiological Psychology
  - (graduate level course--must get permission)
- BIO 310 Mammology
- BIO 330 Animal Behavior
Counseling Psychology

Counseling Psychology involves treatment of individuals with adjustment problems and includes family, marital, guidance, and community counseling. For example, a Counseling Psychologist might work with individuals who are anxious or depressed, who have been abused, or who have experienced the death of a family member. Compared to clinical programs, most counseling programs have much less competitive admissions, and counseling programs will not prepare you to work with individuals who have more severe problems such as schizophrenia or brain injury.

Important courses to complete:
PSY 220 Psychology of Adjustment
PSY 240 Psychology of Personality
PSY 265 Child & Adolescence
  OR PSY 352 Adult Development & Aging (or both)
PSY 270 Social Psychology
PSY 305 Applied Research Methods
  or PSY 301 Experimental Psychology
PSY 320 Physiological Psychology
PSY 330 Abnormal Psychology
PSY 361 Psychology of Group Interaction
PSY 384 Person-to-Person Interaction
PSY 450 Crisis Intervention

Experience in a mental health setting, such as:
  Relevant employment or volunteer work
  PSY 385, 386 Internship in Psychology (in a mental health setting)

Research experience, such as:
PSY 374, 375 Advanced Research in Psychology I & II
PSY 381, 382 Honors Thesis I & II

Other courses that may be useful:
PSY 235 Conditioning and learning
PSY 301 Experimental Psychology
PSY 355 Psychology of the Exceptional Child
PSY 410 Psychology and Women
PSY 420 Health Psychology
PSY 435 Psychopharmacology
PSY 485 Tests and Measurements
HPE 207 Stress Management
SOC 249 Introduction to Social Gerontology
SOC 344 Sociology of Death
SPE 160 Introduction to Intergroup/Interculture Communication
SPE 303 Effective Listening
SWK 150 Human Relations Lab
SWK 250 Assessing Individuals, Families, & Small Groups in Society
Developmental Psychology

Developmental Psychology involves the study of individuals social, physical, emotional, and cognitive growth and change over the life span. Many Developmental Psychologists specialize in particular phases of development, such as childhood or aging. The study of aging is called gerontological psychology is becoming a very popular field as our population of elderly individuals increases. Developmental psychologists can be found in both academic and applied settings.

Important courses to complete:
- PSY 220 Psychology of Adjustment
- PSY 235 Conditioning and Learning
- PSY 240 Psychology of Personality
- PSY 265 Child & Adolescence
- PSY 270 Social Psychology
- PSY 305 Applied Methods
- PSY 330 Abnormal Psychology
- PSY 352 Adult Development & Aging
- PSY 355 Psychology of the Exceptional Child
- PSY 384 Person to Person Interaction
- PSY 397 Human Cognitive Development
- BIO 150 Human Biology OR a similar biology course

Experience working with different age groups (e.g. children, elderly):
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology

Research experience, such as:
- PSY 374, 375 Advanced Research in Psy. I & II
- PSY 381 & 382 Honors Thesis I & II

Other courses that may be useful:
- PSY 301 Experimental Psychology
- PSY 320 Physiological Psychology
- PSY 325 Psychology of Human Cognition
- PSY 485 Tests and Measurement
- HPE 291 Developmental Physical & Perceptual-Motor Activities for the Elementary School Child
- SOC 245 Juvenile Delinquency
- SOC 249 Introduction to Social Gerontology
- SOC 344 Sociology of Death
- SWK 250 Assessing Individuals, Families, & Small Groups in Society
- SWK 265 Understanding Diversity for Social Work Practice
- TCH 215 Child Care and Learning During the First Two Years of Life
- TCH 410 Fostering Creativity & Higher Order Thinking Skills
- Criminal Justice courses such as CRJ 100, CRJ 241 Survey of Corrections,
  CRJ 351 Juvenile Justice, etc.
- Proficiency in speaking and understanding Spanish
Health Psychology is one of the fastest-growing areas of psychology; it is part of the relatively new field of behavioral medicine. Health psychologists work in medical or academic settings. They try to understand psychological influences on health and illness—for example, the impact of emotions and stress on resistance to disease, stress reduction, how to persuade people to engage in healthy behaviors, doctor-patient interaction.

Important courses to complete:

- PSY 235 Conditioning and Learning
- PSY 240 Psychology of Personality
- PSY 265 Child and Adolescence
  - OR PSY 352 Adult Development and Aging (or both)
- PSY 270 Social Psychology
- PSY 301 Experimental Psychology
- PSY 320 Physiological Psychology
- PSY 325 Psychology of Human Cognition
- PSY 330 Abnormal Psychology
- PSY 420 Health Psychology
- BIO 150 Human Biology OR a similar course

Experience in a relevant setting, such as:
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology

Research experience, such as:
- PSY 374, 375 Advanced Research in Psy. I & II
- PSY 381 & 382 Honors Thesis I and II

Other courses that may be useful:
- PSY 220 Psychology of Adjustment
- PSY 335 Social Influence
- PSY 355 Psychology of the Exceptional Child
- PSY 384 Person to Person Interaction
- PSY 410 Psychology and Women
- PSY 430 Sensation and Perception
- PSY 435 Psychopharmacology
- PSY 516 Motivation
  - (graduate level course—must get permission of instructor)
- BIO 202 Principles of Human Nutrition
- BIO 203 Biology of Aging
- BIO 260 Genetics
- BIO 409 Immunology
- BIO 450 Endocrinology
- HPE 200 Lifestyle Management
- HPE 207 Stress Management
- HPE 325 Sports Psychology
- SOC 249 Introduction to Social Gerontology
- SOC 344 Sociology of Death
- SWK 265 Understanding Diversity for Social Work Practice
Industrial-Organizational Psychology

Industrial-organizational psychology involves applying psychological principles to areas such as personnel management, public relations, marketing, and human factors.

Important courses to complete:
- PSY 270 Social Psychology
- PSY 301 Experimental Psychology
- PSY 305 Applied Research Methods
- PSY 325 Psychology of Human Cognition
- PSY 361 Psychology of Group Interaction
- PSY 475 Industrial & Organizational Psychology

Experience in a business setting, such as:
- Relevant employment
- PSY 385, 386 Internship in Psychology (in a business setting)

Research experience such as:
- PSY 374, 375 Advanced Research in Psy. I & II
- PSY 381 & 382 Honors Thesis I and II

Other courses that may be useful:
- PSY 335 Psychology of Social Influence
- PSY 384 Person to Person Interaction
- PSY 430 Sensation and Perception
- PSY 485 Tests and Measurements
- ANT 220 Anthropology for International Studies
- COM 211 Introduction to Mass Communication
- COM 290 Advertising Copy Writing
- COM 380 Public Relations
- ECN 102 Principles of Microeconomics
- SOC 243 Minority Groups
  OR SOC 351 Race Relations
- SPE 160 Introduction to Intergroup/Interculture Communication
- SPE 205 Interviewing
Legal Psychology

Legal Psychology is a rapidly-growing area of applied psychology that involves applying social and cognitive psychological principles to legal problems such as accuracy of eyewitness testimony, jury selection, and jury decision-making processes. Legal psychologists are often employed in academic settings in which they conduct research. Legal psychologists are also increasingly hired as expert witnesses and consultants by law firms and corporations.

Important courses to complete:
- PSY 270 Social Psychology
- PSY 301 Experimental Psychology
- PSY 305 Applied Research Methods
- PSY 325 Psychology of Human Cognition
- PSY 330 Abnormal Psychology
- PSY 335 Psychology of Social Influence
- PSY 361 Psychology of Group Interaction
- CRJ 100 Introduction to Criminal Justice
- CRJ 211 Criminal Law & Procedure
- CRJ 231 Court Organization & Operation

Experience in a legal setting, such as:
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology

Research experience such as:
- PSY 374, 375 Advanced Research in Psy. I & II
- PSY 381 & 382 Honors Thesis I and II

Other courses that may be useful:
- PSY 410 Psychology and Women
- PSY 475 Industrial & Organizational Psychology
- PSY 485 Tests and Measurement
- PSY 533 Social Cognition
  (graduate level course- must get permission of instructor)
- GOV 104 American Government: Constitutional & Political Foundations
- GOV 212 Criminal Justice
- SPE 160 Introduction to Intergroup/Intercultural Communication
Personality Psychology

Personality Psychology study how individuals are influenced by enduring inner factors and the development of personality over the course of a lifetime. Personality psychologists are primarily employed in academic settings, teaching and conducting research.

Important courses to complete:
- PSY 220 Psychology of Adjustment
- PSY 240 Psychology of Personality
- PSY 265 Child and Adolescence
- PSY 270 Social Psychology
- PSY 305 Applied Research Methods
- PSY 330 Abnormal Psychology
- PSY 352 Adult Development & Aging
- PSY 440 History and Systems
- PSY 485 Tests and Measurement
- ANT 111 Cultural Anthropology
  OR ANT 211 Comparative
- BIO 150 Human Biology
  OR a similar biology course

Experience working with people:
Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology

Research experience, such as:
- PSY 374, 375 Advanced Research in Psy. I & II
- PSY 381 & 382 Honors Thesis I and II

Other courses that may be useful:
- PSY 235 Conditioning and Learning
- PSY 301 Experimental Psychology
- PSY 355 Psychology of the Exceptional Child
- PSY 361 Psychology of Group Interaction
- PSY 384 Person to Person Interaction
- PSY 410 Psychology and Women
- PSY 420 Health Psychology
- HPE 207 Stress Management
- SWK 265 Understanding Diversity for Social Work Practice
Physiological or Comparative Psychology

Physiological psychologists study the relationship between behavior and physiological structures and processes of the nervous system. Physiological psychology overlaps with biology, medicine, chemistry, endocrinology, and genetics. Depending on your interests, you may want to minor in one of these areas:

Important courses to complete:
- PSY 235 Conditioning and Learning
- PSY 301 Experimental Psychology
- PSY 320 Physiological Psychology
- PSY 325 Psychology of Human Cognition
- PSY 330 Abnormal Psychology
- PSY 430 Sensation and Perception
- PSY 435 Psychopharmacology
- BIO 100 Basic Biology
  or BIO 105 A Lab Approach (if not taken in high school)
- BIO 110 Zoology
- BIO 150 Human Biology

Experience in a relevant setting, such as:
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology

Research experience, such as:
- PSY 374, 375, Advanced Research in Psy. I & II
- PSY 381 & 382 Honors Thesis I and II

Other courses that may be useful:
- PSY 420 Health Psychology
- PSY 516 Motivation
  (graduate level course - must get permission of instructor)
- PSY 532 Advanced Physiological Psychology
  (graduate level course -- must get permission of instructor)
- ANT 121 Physical Anthropology
- BIO 260 Genetics
- BIO 310 Mammology
- BIO 330 Animal Behavior
- BIO 475 Histology
- BIO 450 Endocrinology
- CHM 105 Chemistry: An Observational Approach
School Psychology

Certification as a school psychologist requires a master's degree from an APA accredited program. School psychologists usually work for a school system or intermediate unit, assessing exceptionality, recommending individual learning programs, and promoting curriculum development. A school psychologist does not need to be a certified teacher in Pennsylvania; however, certification is recommended due to hiring procedures.

Important courses to complete:
- PSY 220 Psychology of Adjustment
- PSY 235 Conditioning and Learning
- PSY 240 Psychology of Personality
- PSY 265 Child & Adolescence
- PSY 270 Social Psychology
- PSY 305 Applied Research Methods
- PSY 325 Psychology of Human Cognition
- PSY 330 Abnormal Psychology
- PSY 355 Psychology of the Exceptional Child
- PSY 384 Person to Person Interaction
- PSY 450 Crisis Intervention
- PSY 485 Tests and Measurement

Experience working with children and/or adolescents:
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology

Other courses that may be useful:
- PSY 301 Experimental Psychology
- PSY 320 Physiological Psychology
- PSY 435 Psychopharmacology

Research experience, such as:
- PSY 374, 375 Advanced Research in Psy. I & II
- PSY 381 & 382 Honors Thesis I and II

Other courses:
- BIO 150 Human Biology OR a similar biology course
- HPE 291 Developmental Physical & Perceptual-Motor Activities for the Elementary School Child
- SOC 245 Juvenile Delinquency
- SWK 250 Assessing Individuals, Families, & Small Groups in Society
- SWK 265 Understanding Diversity for Social Work Practice
- TCH 160 Implications of Child Growth & Development
- TCH 205 The American School
- TCH 255 Multicultural Issues & Strategies in Basic Education
- TCH 310 Educational Psychology
- TCH 321 Language & Reading in the Elementary School
- TCH 333 Basic Diagnostic & Remedial Procedures in Reading
- TCH 343 Diagnostic & Remedial Arithmetic
- TCH 410 Fostering Creativity & Higher Order Thinking Skills
- Criminal Justice courses such as CRJ 100, CRJ 241 Survey of Corrections, CRJ351 Juvenile Justice, etc.

Proficiency in speaking and understanding Spanish
Social Psychology

Social psychology is the study of the individual within a social context, and involves applying social psychological principles to areas such as marketing, fundraising, prejudice reduction. Social psychologists are usually employed as professors or in industry. Some work as consultants, and a few work for non-profit organizations.

Important courses to complete:
- PSY 265 Child & Adolescence
- PSY 270 Social Psychology
- PSY 301 Experimental Psychology
- PSY 305 Applied Research Methods
- PSY 325 Psychology of Human Cognition
- PSY 335 Psychology of Social Influence
- PSY 361 Psychology of Group Interaction
- ANT 111 Cultural Anthropology
  OR ANT 211 Comparative Cultures

Experience in a relevant setting, such as:
- Relevant employment or volunteer work
- PSY 385, 386 Internship in Psychology

Research experience, such as:
- PSY 374, 375 Advanced Research in PSY I & II
- PSY 381 & 382 Honors Thesis I & II

Other courses that may be useful:
- PSY 235 Conditioning and Learning
- PSY 320 Physiological Psychology
- PSY 330 Abnormal Psychology
- PSY 352 Adult Development & Aging
- PSY 410 Psychology and Women
- PSY 420 Health Psychology
- PSY 475 Industrial & Organizational Psychology
- PSY 485 Tests and Measurement
- PSY 532 Advanced Cognition
  (graduate level course - must get permission of instructor)
- PSY 533 Social Cognition
  (graduate level course - must get permission of instructor)
- ANT 320 Comparative Gender Roles
- BIO 330 Animal Behavior
- COM 211 Introduction to Mass Communication
- COM 290 Advertising Copy Writing
- COM 380 Public Relations
- GOV 335 Public Opinion & Propaganda
- HPE 325 Sports Psychology
- SOC 101 Principles of Sociology
- SOC 243 Minority Groups
  OR SOC 351 Race Relations
- SPE 160 Introduction to Intergroup/Intercultural Communication
Statistical-Mathematical Psychology

Statistical-mathematical psychology is concerned with appropriate data analysis and subsequent predictions about behavior. It includes objective personality assessment tests, curve fitting, regression analysis, mathematical models, and expert systems. Students interested in this area should be proficient in mathematics as a math major.

Important courses to complete:
- PSY 301 Experimental Psychology
- PSY 305 Applied Research Methods
- PSY 325 Psychology of Human Cognition
- PSY 430 Sensation & Perception
- PSY 485 Tests and Measurement
- CPS 180 Microcomputer Basic
- CPS 240 Introduction to Fortran Programming
- MAT 102 Introduction to Statistics
- MAT 211 Calculus I
- MAT 212 Calculus II
- MAT 326 Mathematical Modeling
- MAT 475 Probability & Statistics I
- MAT 480 Probability & Statistics II
- MAT 456 Mathematics of Operations Research I

Research experience, such as:
- PSY 374, 375 Advanced Research in PSY I & II
- PSY 381 & 382 Honors Thesis I and II

Other courses that may be useful:
- PSY 235 Conditioning and Learning
- PSY 475 Industrial & Organizational Psychology
- PSY 533 Social Cognition
  (graduate level course - must get permission of instructor)
- CPS 246 Structured Computer Programming
- CPS 340 Advanced Fortran Programming
- CPS 415 Computer Simulation of Stochastic Systems
- MAT 457 Probabilistic Methods of Operations Research
- PHL 301 Logic
<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore</td>
<td>CUB</td>
<td>477-1600</td>
</tr>
<tr>
<td>Campus Police</td>
<td></td>
<td>477-1444</td>
</tr>
<tr>
<td>Career Development Center</td>
<td></td>
<td>477-1484</td>
</tr>
<tr>
<td>Counseling Center</td>
<td></td>
<td>477-1481</td>
</tr>
<tr>
<td>CUB Information</td>
<td></td>
<td>477-1693</td>
</tr>
<tr>
<td>Dean of Arts and Sciences</td>
<td>Old Main 202A</td>
<td>477-1151</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Old Main 210</td>
<td>477-1164</td>
</tr>
<tr>
<td>Health Center</td>
<td>Etter Health Center</td>
<td>477-1458</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Old Main 101</td>
<td>477-1131</td>
</tr>
<tr>
<td>FIRE, EMERGENCY, POLICE</td>
<td></td>
<td>477-1911</td>
</tr>
<tr>
<td>Library Circulation Desk</td>
<td></td>
<td>477-1465</td>
</tr>
<tr>
<td>Library Reference</td>
<td></td>
<td>477-1474</td>
</tr>
<tr>
<td>Mailroom</td>
<td>Old Main 102</td>
<td>477-1137</td>
</tr>
<tr>
<td>Microcomputer Lab</td>
<td>Franklin</td>
<td>477-1511</td>
</tr>
<tr>
<td>Minority Student Affairs</td>
<td>Gilbert Hall 200</td>
<td>477-1616</td>
</tr>
<tr>
<td>Psychology Dept.</td>
<td>Franklin 114</td>
<td>477-1657</td>
</tr>
<tr>
<td>Registrar -- Records</td>
<td>Old Main 111</td>
<td>477-1381</td>
</tr>
<tr>
<td>Registrar -- Scheduling</td>
<td>Old Main 110</td>
<td>477-1382</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>Old Main 100</td>
<td>477-1211</td>
</tr>
<tr>
<td>Weather HOTLINE</td>
<td></td>
<td>477-1200</td>
</tr>
</tbody>
</table>