

Monmouth University  
Student Handbook  
For the Psychology Major



MONMOUTH  
UNIVERSITY

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PSYCHOLOGY

20th Edition

*(Updated Fall 2023)*

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# Introduction

Whether you have just chosen psychology as your major or have been a major for several semesters, this handbook is the resource for you! Fortunately for you, psychology is a field that provides numerous opportunities and career paths from which you can choose. However, due to these opportunities, students are often undecided or downright confused about where to start and where they are going. This handbook strives to improve your academic experience in psychology by giving you the extra guidance you may need as you pursue your goals. The contents of the handbook represent information psychology majors should have at their fingertips, as well as several areas that fall under the “I wish I had known that” category.

The purpose of this handbook is to help guide you through your years as a psychology major at Monmouth University. In these pages you will find answers to such questions as:

**Ψ What Courses Do I Need to Take and When?**

**Ψ How Can I Become More Involved in My Major?**

**Ψ What Are the Different Areas of Psychology All About?**

**Ψ Do I Need to Go to Graduate School?**

**Ψ What Materials Do I Need to Get into Graduate School?**

**We Hope You Find This Handbook Useful.  
We Wish You All the Best as You Pursue  
Your Psychology Degree  
at Monmouth University!!!**

- Drs. Ciarocco, Dinella, Goodwin, Greenspon, Hatchard, Holmes,  
Lewandowski, Mehrkam, and Van Volkom

This handbook, now in its 20th edition, was initially made possible by several dedicated students (now Monmouth alumni) and continues to be updated each year through the collaborative effort of our department faculty members.

# Faculty

Faculty Web pages available at: <https://www.monmouth.edu/departments-of-psychology/faculty-and-staff/>  
Also, please check Self Service for the most up to date information regarding courses and office hours.

## FULL TIME FACULTY

**NATALIE CIAROCCO:** Professor. Ph.D., Case Western Reserve University. Research interests are in the scholarship of teaching and learning in psychology, with a particular emphasis on the best practices for teaching research methods. A second area of research is on undergraduate professional development. She has authorship of a research method textbook and a scale to assess skill development in psychology majors. As the Director of the Self and Identity Lab, she allows students to explore topics of interest within social psychology.

**Director of the Self and Identity Lab**  
**Department Advising Coordinator (DAC)**  
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**LISA M. DINELLA:** Professor. Ph.D., Arizona State University. She investigates the relationship between gender, academic achievement, and career development. She studies children's toy play and media exposure and takes an intersectionality theory approach to understand how gendered experiences shape academic and career pursuits across the lifespan. Her school-based research endeavors led to her edited book *Conducting Science-Based Psychology Research in Schools* and co-edited book *Gender Typing of Children's Toys*. She has addressed the White House, Washington, D.C. on gender disparities in children's toys and media. She also works with global toy companies and children's media corporations, helping them apply cutting-edge research on gender and play.

**Principal Investigator of the Gender Development Laboratory**  
**Alumni Coordinator**  
**Executive Team Member of the Program for Gender and Intersectionality Studies**  
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**JAMIE GOODWIN:** Specialist Professor. Ph.D., Ball State University. Post-Doctoral Associate in Counseling Psychology. Interests in attachment theory, friendships and relational aggression/victimization, gender issues and feminism, couples and family counseling, human sexuality, and sexual trauma. Additional interest in the psychological and sociocultural aspects of internet fandom.

**Field Placement Developer and Coordinator**  
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**EMMA GREENSPON:** Assistant Professor. Ph.D., University at Buffalo, SUNY. Research interests include: mental representation of music in auditory imagery, long-term and short-term representations of pitch in memory, and vocal imitation of pitch in speech and music. Recent work focuses on domain-specificity of pitch processing in the context of singing. Current research incorporates both behavioral and psychophysiological measures of vocal performance.

**Principal Investigator of the Music, Voice & Cognition Laboratory**  
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**CHRISTINE HATCHARD:** Associate Professor. Psy.D. Chestnut Hill College. Licensed clinical and forensic psychologist with interests in Object Relations therapy and emotion, personality and forensic assessment, multicultural counseling and racial identity, fostering healthy LGBTQ relationships and families, the identification and prevention of child sexual abuse, and therapeutic considerations in the context of mother-daughter sexual abuse.

**Department Chair**

**Chair, Council of Chairs**

**Director of the Clinical Psychology Research Center**

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**ROBYN M. HOLMES:** Professor of Psychology and Associated Faculty in History and Anthropology. Ph.D., Rutgers University. Primary research interests are play, early childhood, children's folklore, and ethnographic and mixed methods. Teaching and research interests reflect interdisciplinary and cultural perspectives. Her research explores the connection between culture and development. Recent projects focus upon the connection between culture and schooling; play, creativity, and language; community-based initiatives on play and literacy using ethnographic and mixed methods approaches; and play and coping.

**Director, Play, Culture, and Development Lab**

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**GARY LEWANDOWSKI:** Professor. Ph.D., State University of New York at Stony Brook. Specialization in social psychology with an emphasis on romantic relationships and the self, involving such topics as relationship initiation, interpersonal attraction, love, relationship maintenance, infidelity, and relationship dissolution (the focus of his TEDx talk). He has also authored a book on relationships, a research methods textbook, a statistics textbook, and writes a blog on Psychology Today.

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**LINDSAY MEHRKAM:** Associate Professor. Ph.D., University of Florida. Doctoral-level Board Certified Behavior Analyst. Specialization in experimental psychology, applied behavior analysis, animal behavior, learning, human-animal interactions, and mental health and wellness. Her research projects include designing and evaluating evidence-based training and enrichment programs for animals and their caregivers in homes, shelters, zoos, aquariums, and wildlife sanctuaries. She also develops and evaluates humane uses of animals in teaching and research through the Goldfish Learning Laboratory and the Applied Animal Behavior Research Clinic, two on-campus animal labs through the Human-Animal Wellness Collaboratory that allow students to gain both hands-on animal welfare evaluations as well as community outreach and service learning experiences.

**Principal Investigator, Human-Animal Wellness Collaboratory**

**Coordinator of the Animal Behavior Experiential Education Program**

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**MICHELE VAN VOLKOM:** Senior Lecturer. Ph.D., State University of New York at Albany.

Specialization in social psychology with an emphasis on topics such as health issues, technology use, gender development, and relationships within the family. Current areas of interest include birth order, personality, and sibling relationships in emerging adulthood.

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**DOROTHY ELLISON:** Adjunct Professor. M.A., P.D., NCSP, Fordham University. Primary areas of interest include resiliency in at-risk children and adolescents, the role of family influences and environment on student success, and the efficacy of IQ tests on multicultural students. Professor Ellison teaches Educational Psychology, Child Development, Adolescent Psychology, and Introduction to Psychology. She is also a school psychologist providing services in an urban, public school district.

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**MICHAEL PIRROTTA:** Adjunct Professor. M.S., Florida State University. Research interests include issues of memory, specifically relating to context, feelings of familiarity, and false recognition.

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**STEPHANIE SULLIVAN:** Adjunct Professor. M.S., LAC, NCC. Stephanie is a Licensed Professional Counselor and works for a nonprofit agency that specializes in trauma, specifically sexual abuse. She is certified in Trauma-Focused Cognitive Behavioral Therapy, Problematic Sexual Behavior Group Therapy, and Parent-Child Interaction Therapy.

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# Academic Mentoring

## What Courses Do I Need To Take?

*\*\*Please note that this is meant as a general summary and reflects the academic catalog.*

### General Requirements

#### Specific Courses You Must Take:

- + EN101 (College Composition I)      EN102 (College Composition II)

#### Requirements Fulfilled by Your Choice of Courses:

- + **History Survey Course:** 3 credits from a course Type \*HS.SV
- + **Social Science:** 3 credits from another Social Science (e.g., AN, GO, GS, PS, SO)  
(The department recommends students take 6 credits)
- + **Science:** 6 credits from BY, CE, PH, or SC (BY104 & BY106 recommended for PY majors)
- + **Reasoned Oral Discourse:** 3 credits from a course Type \*RD
- + **Literature:** 3 credits from a course Type \*Lit
- + **Aesthetics** You can appreciate or participate in one of these arts:
  - AR (Studio Art)                      DA (Dance)
  - MU (Music)                              TH (Theater)
- + **Cultural Diversity/Global Understanding:** 3 credits from a course Type \*CD or GU
- + **World Language:** 3 credits of a world language, which includes sign language
- + **Interdisciplinary Perspectives:** 3 credit course type ISP (must be taken Senior Year)
- + **Writing Intensive Courses** 2 classes (satisfied by taking PY220 & PY320)
- + **Experiential Education** (i.e., EX001) (Ideally taken before your Senior Year; the department also recommends students take PY 310 to satisfy this requirement)

### Requirements for Psychology Majors

#### Psychology Courses *(The course requirements within psychology are as follows):*

- + **All of the following** (12 credits):
  1. PY103 (Introduction to Psychology)
  2. **ONE course chosen from the following:** PY203 Child Psychology, PY204 Adolescent Psychology, PY205 Psychology of Adulthood and Aging
  3. PY207 Social Psychology
  4. PY208 Abnormal Psychology
- + **Research Sequence** (15 credits)
  1. PY220 Research I: Methods and Basic Data Analysis and Laboratory (4 credits)
  2. PY311 Research II: Behavioral Statistics and Laboratory (4 credits)
  3. PY320 Research III: Experimental Methods and Laboratory (4 credits)
  3. PY300+L Psychology Lab (1 credit)
  4. PY491 Research IV: Thesis in Psychology (2 credits)
    - You will take Psychology Lab (PY300+L) and Senior Thesis (PY491) together, and typically will also simultaneously take a 300/400 level content course. In some cases, you will take the content course before the lab/thesis courses.
    - Note: Graduate school bound students and/or those interested in applied psychology and Industrial Organizational Psychology/HR should also take PY321- Qualitative Research Methods and/or PY431 Psychological Tests and Measurements



+ **300-400 Level Electives** (12 credits)

*Note:* One of these may be the content course that pairs up with Thesis & Lab.

1. **THREE** 300-400 level psychology electives (PY300+) (9 credits) (with the exception of PY310 and PY 411 – Field Experience courses). The availability of these courses changes each year. Here are the 2020-2021 electives:

PY305 Theories of Personality  
PY322 Industrial Organizational Psychology  
PY342 Children's Play and Culture  
PY398 Applied Behavior Analysis  
PY498: Behavioral Science in Society  
PY398 Special Topics: Psychology of Music  
Special Topics: Social Justice Journeys PY401  
Introduction to Clinical Psychology PY409  
Leadership and Group Processes PY431  
Psychological Tests and Measures  
PY498 Special Topics: Science Gender Development

2. **ONE** course from the following list: (although you are welcome to take more than one!)

PY301 Psychology of Learning  
PY302 Memory & Cognition  
PY306 Introduction to Neurosciences  
PY404/BY404. Animal Behavior

**Requirements Outside the Major:**

+ **Math Requirements**

MA105 (Math Modeling in the Social Sciences) {need to take before PY 220}

+ **Other Requirements**

PY230 (History of Psychology) **OR** PL101 (Introduction to Philosophy)

+ **Free Electives**

39 credits of any course you want to take (This allows plenty of room for a minor and/or several extra psychology courses!)

**Psychology Major Curriculum Chart:**

- + <https://catalog.monmouth.edu/undergraduate-catalog/wayne-d-mcmurray-humanities-social-sciences/psychology/psychology-ba/>

**Psychology Minor Sequence Chart:**

- + <https://catalog.monmouth.edu/undergraduate-catalog/wayne-d-mcmurray-humanities-social-sciences/psychology/psychology-minor/>

**Minor program in Childhood Studies:** Developed in the Department of Psychology, it reflects the growing national and global interest in children's lived experiences and well-being. The future of the world's children is important to the success of our families, community, nation, and planet. Our Childhood Studies minor program encourages students to embrace, research, and pursue issues, problems, and the experiences of children and childhood through interdisciplinary lenses. The minor provides students with an interdisciplinary approach to understand how cultural forces and global settings affect cultural constructions of childhood, children's lived experiences, and the cultural practices and social institutions that shape developmental outcomes. Inclusive disciplines contributing to this minor include Anthropology, Criminal Justice, English, Health Studies, Interdisciplinary Studies, Nursing, Psychology, Social Work, and Sociology. It is beneficial to any student planning a career that involves interacting with children and their families, hoping to have a family, or interested in children's experiences across the globe. <https://catalog.monmouth.edu/undergraduate-catalog/wayne-d-mcmurray-humanities-social-sciences/psychology/childhood-studies-minor/>

# Getting to Know Your Mentor/Advisor: 5 Tips for Success

**#1** – Know the role your advisor plays. Your advisor is a mentor that is here to help answer your questions about the courses you need to take, including those that are in your best interest based on your career goals. Your advisor can also help you with your career goals and career and graduate school planning.

**#2** – The more you make yourself known to your advisor, the more helpful your advisor can be. The key to having a good relationship with your advisor is communication. Keep your advisor up to date on your career goals, academic concerns, special needs, participation in programs such as Honors or athletics, etc.

**#3** – **Email** your advisor to set up an appointment, or stop by during office hours to say “hi” at least once a semester. Get to know your advisor so your advisor can get to know you. Remember, the more your advisor knows about you, the more helpful your advisor can be.

**#4** – During the time around registration it is especially important to have frequent contact with your advisor. Your advisor is there to make sure you are taking the right courses to help you graduate on time. However, do not wait until registration to get to know your advisor! The time around registration is very hectic and you may not have time to discuss topics beyond course selection. Do not underestimate the importance of having career discussions with your advisor!

**#5** – Your ability to work closely with your advisor is an important key to success in college. For example, if you know you have a strong interest in school psychology, pick an advisor that is very knowledgeable about that area. You may request a change of advisors at: <http://www.monmouth.edu/university/request-to-change-advisor-psychology.aspx>

## Recommended Courses For Various Educational Goals

### Employment with a B.A.

Ψ Employers like to see what you can do. Some of the skills they look for are: Social/interpersonal, critical thinking, verbal, and written expression. The statistics and research skills you gain as a psychology major will make you an attractive hire for many employers beyond the realm of Psychology.

Some skill based courses that would be good to take:

- CO 220 Public Speaking
- PY 321 Qualitative Research Methods
- PY 322 Industrial Organizational Psychology
- PY 398 Applied Behavior Analysis
- PY 431 Psychological Tests & Measurements
- PY/AN 408 Cultural Psychology

Ψ If you know an area you would like to pursue with your B.A., it is a good idea to take extra courses or minor in that area.

Some course areas/minors that may be particularly useful:

- Childhood Studies (Interdisciplinary and coordinated within the Psychology Dept.)
- Criminal Justice
- Gender Studies
- Health Studies
- Information Technology
- Public Policy

- Race and Ethnic Studies
- Social Services
- Spanish
- Business
- Statistics
- Biology
- Education/Special Education

→ Monmouth also offers a number of certificate and other pre-professional programs that may be of interest to Psychology majors.

Some certificate areas that may be particularly useful:

- Gerontology
- Information Technology
- Spanish Language

See <https://www.monmouth.edu/registrar/documents/> for additional information on certificates and <https://www.monmouth.edu/school-of-science/pre-health/default.aspx> for additional information on pre-medical advising (this includes fields such as dentistry, occupational therapy, physical therapy, and veterinary medicine).

Ψ It would also be a good idea to get comfortable with subject areas outside of Psychology as well. When you finish with a Bachelor's degree, you may end up with a job in another field!

## Graduate School Track

### All Types of Graduate Programs

Ψ Take a breadth of different psychological content areas, including at least 1 course with a biological emphasis. The Psychology GRE contains content from all of these. Ideally, you will take:

Take one or more developmental course:

- PY 203 Child Psychology
- PY 204 Adolescent Psychology
- PY 205 Psychology of Adulthood and Aging

PY 207 Social Psychology

PY 208 Abnormal Psychology

PY 230 History of Psychology

PY 301 Psychology of Learning

PY 302 Memory and Cognition

PY 305 Theories of Personality

PY 370 Sensation and Perception

PY 406 Introduction to Neurosciences

Ψ Strengthen your research background. Ideally, in addition to the research sequence courses, you will take:

PY 321 Qualitative Research Methods

PY 431 Psychological Tests and Measurements

Ψ Take as many Psychology courses as possible. If you know you are going into Psychology for graduate school, using your free electives to take additional Psychology courses is a great idea. Remember... quality is better than quantity. It is usually better to take a more difficult course where you will learn a lot, instead of a course that may be an "easy A".

## Animal Behavior, Cognition, & Welfare

*Note: The following suggestions are in addition to the courses noted above for all graduate programs.*

Ψ You should strengthen your content background. Ideally, you will take:

- |  |   |
|--|---|
| Ψ CJ 330 Crisis Intervention   | Ψ PY 321 Qualitative Research Methods   |
| Ψ PY 401 Introduction to Clinical Psychology                                     | Ψ SW 105 Introduction to Social Work  |
| Ψ PY 305 Theories of Personality   | Ψ PY 431 Psychological Tests and Measurements   |
| Ψ PY 406 Introduction to Neurosciences (those interested in Clinical Psychology) | Ψ PY 322 Industrial/Organizational Psychology (those interested in Clinical Psychology) |
| Ψ PY/AN 408 Cultural Psychology  | Ψ PY 398 Applied Behavior Analysis  |

*If the goal is graduate school in specific areas, you may want to add courses for those areas as follows:*

- Ψ Strengthen your clinical/applied experiences. Ideally, you would take:
- PY 310 Psychology Internship
  - PY 411 Field Experience in Animal Behavior (involves working with human and animal clients in the community in a variety of field and clinic settings)
- Multiple internship/co-op/service learning experiences  
(*e.g., counseling centers, hospitals, schools, etc.; Please see the ExEd section of the Handbook for additional information.*)

## Clinical/Counseling Programs

*Note: The following suggestions are in addition to the courses noted above for all graduate programs.*

Ψ You should strengthen your content background. Ideally, you will take:

- |  |   |
|--|---|
| Ψ CJ 330 Crisis Intervention   | Ψ PY 321 Qualitative Research Methods   |
| Ψ PY 401 Introduction to Clinical Psychology                                     | Ψ SW 105 Introduction to Social Work  |
| Ψ PY 305 Theories of Personality   | Ψ PY 431 Psychological Tests and Measurements   |
| Ψ PY 406 Introduction to Neurosciences (those interested in Clinical Psychology) | Ψ PY 322 Industrial/Organizational Psychology (those interested in Clinical Psychology) |
| Ψ PY/AN 408 Cultural Psychology  | Ψ PY 398 Applied Behavior Analysis  |

*If the goal is graduate school in specific areas, you may want to add courses for those areas as follows:*

- Ψ Strengthen your clinical/applied experiences. Ideally, you would take
  - PY 310 Psychology Internship
  - PY 411 Field Experience in Animal Behavior
    - (involves working with human and animal clients in the community in a variety of field and clinic settings)
  - Multiple internship/co-op/service learning experiences
    - (e.g., *counseling centers, hospitals, schools, etc.*; Please see the ExEd section of the Handbook for additional information.)

## Forensic Psychology

- Ψ In addition to the suggestions above for clinical/counseling programs, ideally you should also take:
  - CJ 380 Forensic Psychology
  - CJ 241 Criminology

## School Psychology/Counseling

- Ψ Strengthen your clinical/applied experiences. Ideally, you would take
  - PY 310 Psychology Internship
  - PY 398 Applied Behavior Analysis
  - PY/AN 408 Cultural Psychology
  - PY 431 Psychological Tests and Measurements
  - Multiple internship/co-op/service learning experiences (e.g., *counseling centers, local schools etc.*; Please see the ExEd section of the Handbook for additional information.)

## Industrial/Organizational Psychology

- Ψ PY 322 Industrial/Organizational Psychology
- Ψ PY/AN 408 Cultural Psychology
- Ψ PY 431 Psychological Tests and Measurements
- Ψ PY 398 Applied Behavior Analysis
- Ψ BM 250 Principles of Management and Organizational Behavior
- Ψ BM 4\*\* Any relevant upper-level Business Management course
- Ψ Strengthen your applied experiences. Ideally, you would take PY 310 Psychology Internship
  - Multiple internship/co-op/service learning experiences (e.g., *corporation*; Please see the ExEd section of the Handbook for additional information.)

## Research-Based Programs

- Ψ Strengthen your research experience. Ideally, you would take one or more
  - PY 499a or PY 499b Independent Study in Psychology (based on Faculty Research)
- Ψ In the Independent Study experiences, you will help out with faculty research. Ideally you will make sufficient contributions to be a co-author on presentations and/or co-author publications. In addition, working with faculty is a great way to get high-quality letters of recommendation. Contact individual faculty whose research interests match yours to explore opportunities.
- Ψ Simply taking the right courses is not enough. It is highly important that you do well in the research-oriented and statistical courses.

## Speech-Language Pathology (MS) *Requirements for Acceptance*

- Ψ EDL 210 Introduction to Language Development
- Ψ EDL 211 Introduction to Phonetics
- Ψ EDL 212 Introduction to Communication Disorders
- Ψ EDL 213 Neurological Bases of Communication
- Ψ EDL 214 Anatomy and Physiology of Speech and Hearing
- Ψ EDL 215 Speech and Hearing Science

## Marketing

- Ψ PY 321 Qualitative Research Methods
- Ψ BK 250 Principles of Marketing
- Ψ BK 404 Consumer Behavior
- Ψ BK 411 Principles in Advertising
- Ψ BK 401 Marketing Research (pre-reqs: BK250, BM250, IT100, BE251)

## Human Resources

- Ψ PY 322 Industrial/Organizational Psychology
- Ψ PY/AN 408 Cultural Psychology
- Ψ BM 250 Principles of Management and Organizational Behavior
- Ψ BM 404 Human Resources Management
- Ψ PY 431 Psychological Tests and Measurements
- Ψ CO 120 Interpersonal Communication

# Registering For Classes: Questions and Answers

**Q: What is Self Service?**

**A:** Go to: <https://self-service.monmouth.edu/>

Formerly known as Web Advisor, this is where you go online to get all sorts of important information. You should get to know this web page because MU is adding new information there all the time.

Additional information can be also be found on the Registrar's webpage here:

<https://www.monmouth.edu/registrar/registration/>

Information that you can obtain right now includes:

Academic Audit

Student Schedule

Point Average (GPA)

Final Examination Schedule

Financial Information

Registering

Course Prerequisite Worksheet

WEB Registration Approvals/Blocks Grade

Program Request Cards (Online Forms)

Grades (midterm and final)

eForms

FERPA forms

**Q: What if I've forgotten my PIN?**

**A:** Students who forget their PIN should call 732-923-4600.

**Q: What should I be doing prior to registration?**

**A:** You should make an appointment with your Psychology advisor several weeks prior to registration. This will be your opportunity to sit down with your advisor to discuss your schedules for upcoming semesters. It is **highly** suggested that you meet with your advisor even earlier than that (perhaps during the fall) so you have time to discuss career goals and your academic planning in a more general sense.

**Q: What are registration blocks, and how do I remove them?**

**A:** A student can be blocked from registration from three common sources: health center, financial (i.e., unpaid parking tickets, balance due on your account, bookstore, library books, etc.), and advisor. The only one we handle in the Department of Psychology is advising blocks. You can check for blocks on Self Service. We recommend that you check your eligibility before meeting with your advisor, to be sure that no unexpected blocks have been placed on your registration.

**Q: Why am I blocked from web registration?**

**A:** Advising blocks are applied to students' accounts when they switch majors, switch advisors, and at the end of an academic year during the summer. This is done in an effort to encourage students to contact their advisor and set up a meeting to either meet them for the first time or to discuss plans for the upcoming year. These meetings are highly encouraged so that you learn the requirements of the major and have all of the information you need to make educated choices about your course selections. To get unblocked you will need to contact your advisor. Please note that your registration can also be blocked if you have problems with other departments or offices (e.g., bursar's office due to unpaid bills) on campus that need to be addressed by calling the department or office directly.

**Q: What happens during registration?**

**A:** This is when you actually register for your classes. All advising (what should I take? What do I need? etc.) should be taken care of BEFORE this week. Once you are unblocked, you will do the actual registering of classes on your own through Self Service. Please watch your student email account for the latest information from the registrar and check out the information and tutorial here so you are ready!  
<https://www.monmouth.edu/registrar/registration/>

**Q: When can I actually register for classes?**

**A:** Specific dates and times at which you are able to register are determined by your completed credits and are scheduled each spring. To determine when you can actually register, look on Self Service. You will also receive an email with this information. NOTE: You can continue to register after your assigned time/date but courses will start to fill up if you wait too long! Remember to be ready to register for the **summer, fall** and **spring** semesters for the upcoming academic year.

**Q: I'm a double major. Which advisor should I see?**

**A:** You should see **both** of your academic advisors. Each one is an expert in that department and can provide information that will be vital to your success in graduating on time.

**Q: How do I sign up to meet with my advisor/mentor?**

**A:** Individual advisors handle this differently so please check with your advisor. Most communication is done through email in order to schedule an appointment. You can also check the door of the Department of Psychology to see when he or she has open office hours.

**Q: What should I bring to our advising meeting?**

**A:** A copy of your degree audit from Self Service, a list of courses/sections that you would like to take, and any questions you might have about which courses best fit your career goals. The key to a productive meeting is your preparation!

**Q: How do I know what classes are available?**

**A:** A listing of available courses is on Self Service several weeks prior to registration (typically in early March) by clicking on SECTIONS OFFERED BY TERM (SEARCH FOR CLASSES).

**Q: Who is responsible for registering me in courses and making changes to my schedule?**

**A:** You are responsible. Your academic advisor and the Registrar's Office are here to help you, but the ultimate responsibility for selecting and monitoring your courses is yours.

**Q: Is academic advising available to me if I wait until summer to register?**

**A:** No. Remember that professors leave campus at the end of the semester, just like you do. While you might be able to communicate with your advisor or a DAC (Department Advising Coordinator) over the summer, there are no in person appointments again until the fall. Remember that classes tend to fill up if you wait too long to register, so see your advisor now! If billing is an issue, remember that your bill for the fall semester won't actually be due until late summer, even if you register now.

**Q: What are "Prerequisites"?**

**A:** Many courses do not admit students unless they have first completed other courses that prepare them (for example, the prerequisite for PY 311 and PY 320 is PY 220). Students who have not completed course prerequisites, or who are not registered for the prerequisite in a prior term, will be prevented from registering for the course.

**Q: What if the course I want has prerequisites?**

**A:** If you are not sure whether you have met the prerequisites, Self Service now has a "Course Prerequisite Worksheet" that you can use to determine whether you are ready to take that course. You can also see what the prerequisites for a class are by clicking on the course name (in blue) when in the menu option of SECTIONS OFFERED BY TERM (SEARCH FOR CLASSES).

**Q: The class I want is full. What do I do?**

**A:** You can look for a different section and sign up for that one instead. You can also join an electronic waitlist. However, placing yourself on a waitlist **does not** guarantee that you will get that course, so plan accordingly. It's always better to have a seat in a class than be waitlisted for it.

**Q: Can I get added in over the cap?**

**A:** In the Department of Psychology, the policy is to not sign in anyone over the cap unless there are extenuating circumstances (e.g., you won't graduate if you do not take this required class) and the faculty member and the Department Chair must agree that it is the best or only option. Overloading students in the class may diminish the experience for other students and places an extra burden on the professor.

**Q: I really want to take a lot of classes next semester. How many credits can I take?**

**A:** In the fall and spring, undergraduates can take a maximum of 18 credits without special permission. If you wish to pursue 19 to 20 credits, you need specific approval from your department chairperson (Dr. Hatchard [chatchar@monmouth.edu](mailto:chatchar@monmouth.edu)). However, if you are taking any course in the research sequence the department will not approve overloads. If you wish to pursue 21+ credits, you will need specific approval from your school dean as well as the chair. Please email the department chairperson for an appointment to discuss your situation.



**Q: How many credits can I take during the summer?**

**A:** In the summer, students are allowed to register for courses up to a session credit maximum. Students will not be allowed to register for more than a total of 12 credits over all the summer sessions. Monmouth University expects all full-time undergraduate students to be registered for 12 to 18 credits by the end of the add/drop period during the fall and spring semester. Failure to have a full-time credit load can jeopardize your financial aid.

**Q: I need to contact a university office for information. How do I do that?**

**A:** The University maintains a complete directory <http://www2.monmouth.edu/teldir/>. Some offices frequently contacted are:

<b>Registrar</b>	571-3477	<a href="mailto:registrar@monmouth.edu">registrar@monmouth.edu</a>
<b>Bursar (Billing)</b>	571-3454	<a href="mailto:bursar@monmouth.edu">bursar@monmouth.edu</a>
<b>Financial Aid</b>	571-3463	<a href="mailto:finaid@monmouth.edu">finaid@monmouth.edu</a>

**Psychology** (contact your mentor directly via email)

**Q: Will professors respond and complete my requests if I use a non-Monmouth University email account?**

**A:** Faculty and staff do not make course changes or send personal information (e.g., your grade) to a non-Monmouth email account. Make sure to use your free Monmouth student email to ensure that faculty can email you information. Also, make sure that you sign into the web-based version of your account periodically to check your space limit. If your mailbox is full, you may miss important emails from your professors.

**Q: Why can't I just sign up for a Thesis in Psychology course by itself?**

**A:** PY491 Thesis in Psychology is meant to be taken with both an upper-level Psychology course and a Laboratory. We refer to these groups of classes as "Thesis Clusters." Most students take all three courses together in a semester. However, students who have already completed the content course do not need to take it again. In this case, you may just sign up for the Thesis and Laboratory courses. For some clusters you should complete the content course prior to taking thesis and lab, and for some clusters you only need to have completed PY207 Social Psychology.

**Q: What science courses do I need to graduate?**

**A:** The science requirement for Psychology Majors is identical to the University's General Education Requirements. We strongly advise that you take BY104 Human Biology.

**Q: What Math courses do I need to take before starting Psychology's methodology sequence (i.e., PY220, PY311, PY320, PY491)?**

**A:** MA105 (Mathematical Modeling for the Social Sciences) or a higher level Math fulfills the psychology major requirement.

**Q: What is the Research Sequence?**

**A:** Psychology is the scientific study of mental processes and behavior. As a Psychology Major, a large part of your training will be devoted to learning the scientific methods used in our field. To help you in this process, we have created a series of courses (i.e., "The Research Sequence") that take you through in a step-by-step fashion. The Department of Psychology Research Sequence includes Research I: Methods and Lab (PY220), Research II: Stats & Lab (PY311), Research III Experimental & Lab (PY320), Research IV: Thesis in Psych (PY491), & a Lab course. These courses must be completed in sequential order. Specifically, PY220 must be completed with a C or better before PY320 and PY311. PY311 can be taken before PY320, or at the same time. Finally, both PY320 and PY311 must be completed with a C or better before Thesis.

**Q: How long will it take to complete the Research Sequence?**

**A:** Due to the sequencing of courses, it will take a minimum of 3 semesters to complete the sequence. This is the case regardless of the number of credits you have already completed, or how close you are to graduation in other respects. The minimum number of semesters assumes that students will receive the required C or better in each course. If courses need to be repeated, completing the sequence will take longer.

**Q: What grades do I need in Psychology courses?**

**A:** In order to complete a course in the Research Sequence and continue on, majors must obtain a "C or better". Thus, if you get below a "C" in PY220, PY311, or PY320 you may retake the course once to get the required "C". If you earn below a "C" twice, you cannot retake the course a third time (as per University policy), and can no longer remain in the psychology major.

**Q: Why are there minimum grade requirements?**

**A:** The Department of Psychology has instituted the minimum grade requirement to help students make more informed choices about their major. Due to the focus on research and statistics in the major, students who struggle in the early classes (PY220) are in danger of struggling further in the more demanding courses (PY311 & PY320). The other way of looking at this is to ask yourself if it seems like a good fit for you. Do you enjoy Scientific Methods as a way of knowing? Similarly, struggles in PY311 or PY320 may make completing a thesis (PY491) difficult. Students who receive less than a C in these courses tend to have even more difficulty with the next part of the sequence. (We have hard data on this since we practice what we preach). So, rather than having students realize in their senior year that the research and statistics in psychology is not for them, we have instituted this minimum grade policy.

**Q: What about my "Writing Intensive" course requirement?**

**A:** As a Psychology Major, you will fulfill the general education requirement of taking two writing intensive courses by completing Research I (PY220) and Research III (PY320). If you transfer in PY 220, you will need to speak with the professor of one of your 300+ elective courses to make that your second writing intensive course. You and the professor can complete an eForm to make it official.

**Q: If I need a course substitution, what do I do?**

**A:** There is an eForm to be completed via the Monmouth University Portal, [myMU](#). It will ask the class you took, what you want it to count as, and justification for why it is an acceptable substitution.

# 9 Tips For Creating Your Schedule

- #1 – Meet with your mentor/advisor at least three weeks in advance of scheduling.
- #2 – Make sure that you bring a copy of your audit and have a potential schedule in mind.
- #3 – Plan what courses to take now, as well as 1 or 2 years from now (Think Big Picture!)
- #4 – Carefully consider the times of classes you are planning to register for (Ask Yourself: Are five classes too much for one day? Will I really get up for an 8:30 am class every Friday?)
- #5 – Anticipate the general workload (Am I taking too much on by registering for a writing intensive course like PY320 and thirteen other credits? Would it be better to take a summer course?)
- #6 – Evaluate which classes are the most appropriate when taken together.
- #7 – Fulfill requirements as soon as possible (especially for research sequence courses: PY220, PY311, PY320).
- #8 – Keep in mind that waiting to take certain classes (e.g., putting off a math requirement) will likely result in an extra semester, an extra year, or more.
- #9 – Be sure you are carrying enough credits semester to semester. You should always take at least 15-16 credits per semester. Taking less than that, or dropping a class, may put you behind. Of course, you can always get ahead or catch up by taking summer courses. **The degree requires 120 credits!**

## What Courses Should I Take and When?

It is best to get required courses (foundation courses) completed early. Also, keep in mind that you need to average **16 credits a semester** to graduate on time. Within the psychology major, you should focus on completing the Research Sequence (PY220, PY311, PY320) as soon as possible. ***Note:** When planning your own timeline and credit load by semester, it is advisable to have fewer credits during the semesters in which you take more demanding courses such as Research III (PY320) and Thesis (PY491).*

**\*Important point to keep in mind when you are registering for Thesis and Lab:** The thesis classes/labs are based on a particular topic that matches the faculty member's area of expertise. You should be choosing a section that matches your research interests the most, as you will be doing a thesis based on the general topic (e.g., Social and Personality Psychology, Gender and Sex Roles, Evolutionary Psychology, Intimate Relationships).

# What Other Activities are Important?

## Ψ Psychology Club

This is a great way to make friends in your major, to learn about topics not covered in class, develop your career, and help out local charities. One of the Club's highlights is the overnight trip to the annual meeting of the Eastern Psychological Association. For more information, contact the Club's Advisor, Dr. Lindsay Mehrkam ([lmehrkam@monmouth.edu](mailto:lmehrkam@monmouth.edu))

## Ψ Psi Chi: The International Honor Society in Psychology

Psi Chi strives to recognize and promote the science and application of psychology. Membership is limited to the top 15% of psychology students, based on overall and psychology GPAs. The Chapter holds a membership drive at the beginning of the fall and spring semesters. For more information, contact one of the Chapter Co-Advisors, Dr. Emma Greenspon ([egreensp@monmouth.edu](mailto:egreensp@monmouth.edu)) or Lindsay Mehrkam ([lmehrkam@monmouth.edu](mailto:lmehrkam@monmouth.edu))

## Ψ Research

If you are ambitious and/or going to graduate school, start any time. Otherwise, it is best to explore research opportunities once you know for sure the area in which you have the most interest. Research experience is particularly important for those considering a doctoral degree.

## Ψ Internships

It is probably best to do this after you have identified your area of interest, either your junior or senior year. Although, using the summer to gain research and internship experience is also a very good idea. If you start early, you also have the opportunity to try several different internships. Having more than one experience looks good on a resume/vita and will help you refine your career goals. You can contact Dr. Goodwin ([jgoodwin@monmouth.edu](mailto:jgoodwin@monmouth.edu)), the Field Placement Developer and Coordinator, for internship and volunteer opportunities.

## Ψ Volunteering

Community service work is beneficial at any time, and looks good on graduate school applications as well as resumes (i.e., volunteering for something counseling oriented if you are interested in clinical/counseling psychology). You should volunteer for an organization that interests you.

## Ψ Career Plans

You should start thinking about career plans ***now***. The sooner you know what you want to do, the sooner you can tailor your schedule and activities to help you meet that goal. By second semester of your junior year, you should have a pretty good idea of your likely career path. If you are having trouble deciding, consider taking PY202 (Career Preparation in Psychology). Also, you will have the opportunity to explore your career plans and marketing yourself for employment and/or graduate school in specially developed labs in the research sequence.

## Ψ Graduate School Applications

Usually, graduate school applications are sent during the fall of your senior year (be aware of individual school deadlines). Application deadlines for doctoral programs are generally earlier. Typical deadlines are December 1<sup>st</sup>, December 15<sup>th</sup>, January 1<sup>st</sup>, and January 15<sup>th</sup>. Master's programs are typically later (February, March, or sometimes on a rolling basis). You should request letters of recommendation from professors by November 1<sup>st</sup>.

## Ψ GRE's

The Graduate Record Exams (GRE's) are typically taken in October of your senior year, but we suggest that you take them in your junior year so that you have time to retake them and/or study for and take the Subject GRE in Psychology during your senior year. The summer before your senior year is a great time to study and take the exam.

**\*For additional information on each of these activities please refer to the individual sections\***

## When Should I Be Doing These Other Activities? (Suggested Timeline)

### FIRST YEAR

<u>FALL</u>	<u>SPRING</u>
<input type="checkbox"/> Get Yourself Situated at Monmouth	<input type="checkbox"/> Attend Psychology Club Events
<input type="checkbox"/> Take Introduction to Psychology	<input type="checkbox"/> Work on Your General Education Requirements
<input type="checkbox"/> Start Attending Psychology Club Meetings	<input type="checkbox"/> Meet with Your Advisor/Mentor
<input type="checkbox"/> Meet with Your Advisor/Mentor	<input type="checkbox"/> Start Learning About the Various Areas in Psychology
<input type="checkbox"/> Be A Participant in Research	<input type="checkbox"/> Look into Working in a Psychology Lab

### SOPHOMORE YEAR

<u>FALL</u>	<u>SPRING</u>
<input type="checkbox"/> Continue Reading About Careers in Psychology	<input type="checkbox"/> Refine Your Interests and Determine a Few Areas of Psychology That Interest You Most
<input type="checkbox"/> Get Involved with Research ( <i>Especially If You Plan on Going to Graduate School</i> )	<input type="checkbox"/> Get Involved with Research ( <i>Especially If You Plan on Going to Graduate School</i> )
<input type="checkbox"/> Get More Involved in Psychology Club (e.g., Committees, Leadership Positions)	<input type="checkbox"/> Continue Psychology Club Involvement
<input type="checkbox"/> Meet with Department of Psychology Advisor/Mentor to Discuss Interests and Possible Career Options	<input type="checkbox"/> Start Looking into Internship (ExEd) Possibilities That Fit Your Interests; Consider Volunteering
	<input type="checkbox"/> Apply To Psi Chi If You Meet the Requirements

## JUNIOR YEAR

<u>FALL</u>	<u>SPRING</u>
<input type="checkbox"/> Gather Additional Information and Take Courses That Help You Further Determine Your Possible Career	<input type="checkbox"/> Solidify Your Future Direction Graduate School? What type? In What? Career? In What?
<input type="checkbox"/> Get Involved with Research and Explore Presentation and Publication Opportunities	<input type="checkbox"/> Get Involved with Research and Attend Conferences, e.g., Eastern Psychological Association (EPA) Conference
<input type="checkbox"/> Continue Involvement in Psychology Club and Psi Chi Activities	<input type="checkbox"/> Continue Involvement in Psychology Club and Psi Chi Activities
<input type="checkbox"/> Do Psychology Related Volunteer Work <i>(Possibly As Internship)</i>	<input type="checkbox"/> Do Psychology Related Volunteer Work <i>(Possibly As Internship)</i>
<input type="checkbox"/> Begin Resume/Curriculum Vita and LinkedIn page	<input type="checkbox"/> Revise/Update Resume/Curriculum Vita/LinkedIn
<input type="checkbox"/> Start Thinking About Potential Letter of Recommendation Writers	<input type="checkbox"/> Begin Studying for GREs or Take the General GRE If You Will Need to Take the GRE Subject Test in Psychology (Often Required for Doctoral Programs in Clinical Psychology)

## SUMMER BETWEEN JUNIOR AND SENIOR YEAR

<input type="checkbox"/> Finalize Your Post-Graduation Plans
<input type="checkbox"/> Research Potential Graduate Schools
<input type="checkbox"/> Research Potential Jobs/Careers
<input type="checkbox"/> Do Psychology Related Volunteer Work <i>(Possibly as Internship)</i>
<input type="checkbox"/> Get Additional Research Experience
<input type="checkbox"/> Write a Draft of Your Personal Statement
<input type="checkbox"/> Study For and Take General GREs (if not completed)
<input type="checkbox"/> Complete ExEd
<input type="checkbox"/> Revise/Update Curriculum Vita and LinkedIn page

## SENIOR YEAR

<u>FALL</u>	<u>SPRING</u>
<p><b><u>September</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain Materials from Graduate Programs</li> <li><input type="checkbox"/> Revise Personal Statement</li> <li><input type="checkbox"/> Continue Research Involvement</li> <li><input type="checkbox"/> Complete ExEd</li> </ul>	<p><b><u>February</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If You Are Not Going to Graduate School, Begin Looking for Employment for After Graduation.</li> </ul>
<p><b><u>October</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take Subject GRE in Psychology (if required) * You MUST Register At Least 1 Month Prior To Your Exam Date</li> <li><input type="checkbox"/> Ask Professors for Letters of Recommendation (Ask At Least <b>4 weeks Prior To Your First Deadline</b>)</li> </ul>	<p><b><u>March</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hear Whether You Were Accepted by Graduate Programs.</li> <li><input type="checkbox"/> Apply to Additional Graduate Programs if Necessary.</li> <li><input type="checkbox"/> Attend Conferences like EPA</li> </ul>
<p><b><u>November</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Grad School Applications (Ph.D./Psy.D.)</li> <li><input type="checkbox"/> Submit Research to Conferences</li> </ul>	<p><b><u>April</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Final Preparation of Curriculum Vita and/or Resume.</li> </ul>
<p><b><u>December/January</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Graduate School Applications (Master's Programs)</li> <li><input type="checkbox"/> Collect Letters of Recommendation from Letter Writers</li> <li><input type="checkbox"/> If Possible, Submit Thesis for Publication</li> </ul>	<p><b><u>May</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend Outside Research Conference Such as The One at Pace University (Ideally to Present Your Thesis)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Research Involvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Research Involvement</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Involvement in Psychology Club and Psi Chi Activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Involvement in Psychology Club and Psi Chi Activities</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Do Psychology Related Volunteer Work (<i>Possibly as Internship</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do Psychology Related Volunteer Work (<i>Possibly as Internship</i>)</li> </ul>

# The Importance of LinkedIn

Paper resumes have become less important. In their place, employers check your LinkedIn profile. If you do not have a LinkedIn profile, you will be at a severe disadvantage for finding/getting a job.

You can think of LinkedIn as Instagram or TikTok for your professional life. It will only take a few minutes to set up your profile. Get started by clicking this link (it is free!): <https://www.linkedin.com/reg/join> Make sure you keep it updated and have a professional looking photo.

Be sure to also join the Department of Psychology Alumni and Current Student Group (there are over 300 members, and we would love you to join the discussions) by clicking here: <https://www.linkedin.com/groups/Monmouth-University-Department-Psychology-Alumni-4666506/about>

It is also a great idea to connect with your professors and organizations or companies of interest to you.

**Bottom Line:** If you do not have a LinkedIn profile, you should consider creating one as soon as possible. When you do create a profile, be sure to use a professional photo and a professional sounding email address that you will continue to use after you graduate from Monmouth.

Here are a few tips to create a professional and attention grabbing profile: <http://www.businessinsider.com/common-linkedin-mistakes-2012-8?op=1>

# Getting Involved

## Psychology Club: Questions and Answers

Advisor: Dr. Lindsay Mehrkam ([lmehrkam@monmouth.edu](mailto:lmehrkam@monmouth.edu))

**Q: Are Psychology Club and Psi Chi the same thing?**

**A:** No. Psychology Club's membership is open to all Monmouth students.

**Q: Why Join the Psychology Club?**

**A:** There are lots of reasons! Here are just a few of them:

- + It's a fun, casual way to meet other psychology students and professors.
- + You will learn about psychology related issues (career and otherwise). This year we will have a few joint meetings with the HR (Human Resources) Club on topics related to choosing and getting a job as well as KEEPING that job and having it be one that you enjoy.
- + You will have the chance to make a difference in the lives of others through charity activities. We place an emphasis on social and charitable activities, and try to assist as many causes as possible including The Big Event and Trunk or Treat.
- + Each year the Club takes a group to the annual meeting of the Eastern Psychological Association. This meeting is held on a rotating basis in either Philadelphia, New York City, or Boston.
- + Demonstrates characteristics that are valuable for graduate school such as: interest in psychology as well as the ability to balance extracurricular activities with maintaining good grades.
- + It's not demanding, but it's extremely rewarding.
- + Finally, it's simply a great way to be involved in psychology at Monmouth.



**Q: Who can join? What do I have to do as a member?**

**A:** All Monmouth students are eligible to join. To be a member you simply need to attend monthly meetings and participate in some of our activities. Monthly meetings, social events, fundraisers, and charity events all count as activities.

**Q: How do I join? Can I join mid-semester?**

**A:** Come to any meeting, at any point in the year, and put your name on the roster, and then join us whenever you can after that – it's as simple as that! Join whenever you like, we are constantly welcoming new members (but the sooner you get involved the better!)

**Q: How do I find out when meetings are?**

**A:** E-mails will be sent out to your MU email accounts a week before every meeting, with the time, location, and topic. Information will also be posted on social media including Twitter and Instagram. Join it as soon as possible to get current information about the club and its members.

**Q: Aside from being a member, can I become more involved?**

**A:** Absolutely! There are many ways that you can contribute to the success of the club. Here are just some of them:

**Activities** – help plan meetings and other fun club events

**Charity** – help identify and coordinate charitable opportunities

**Fundraising** – help plan and coordinate fundraisers

**Promotions** – responsible for promoting club activities and general membership to the club

**Social Media** – help maintain the Club's presence on Instagram, Twitter, and Facebook

**Q: Are there any leadership positions available?**

**A:** Yes. The club has a new president, vice-president, treasurer, and secretary every year. It is also possible to serve as committee chairperson.

**Q: Why should I take on the responsibility of a leadership position?**

**A:** Serving in a leadership role in a campus organization (especially one related to your major) is one of the best ways to demonstrate your potential for independence, maturity, and leadership. Such things as serving on committees, taking an active membership role, and/or being an officer of a club are all great experiences. Importantly, it is great to meet new people, and make new connections with individuals professionally and socially that would not usually be possible.

# Psi Chi: Questions and Answers

Advisor: Dr. Emma Greenspon (egreensp@monmouth.edu)

## What is Psi Chi?

**A:** Psi Chi, the International Honor Society in Psychology ([www.psichi.org](http://www.psichi.org)), was founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate students who meet the chapter's academic qualifications. Our Psi Chi chapter at Monmouth University provides you with the opportunity to join Psi Chi and retain your membership for life.

## Q: What are the requirements for Psi Chi?

**A:** ★ Completion of nine credits of psychology courses at Monmouth University;  
+ An overall Monmouth GPA of 3.45 and a GPA of 3.45 specifically in Psychology.

## Q: How can I join Psi Chi?

**A:** At the beginning of each semester, the Chapter holds a membership drive to recruit new members. Please look for the e-mail announcement from Dr. Emma Greenspon, the Chapter Advisor.

## Q: What if I am not eligible now, but plan on being eligible in the future?

**A:** If you are not eligible for Psi Chi membership at this time, you might consider being an active member in the Psychology Club and apply for Psi Chi at a later time.

## Q: What does Psi Chi do?

**A:** Although each semester is unique, some of our typical activities include:

- + Helping students with preparing for graduate school
- + Tutoring underclassmen, especially in their research classes
- + Participating in charitable and community events
- + Learning about the numerous career opportunities available to psychology students
- + Attending and presenting at the annual meeting of the Eastern Psychological Association in either New York City, Boston, or Philadelphia
- + Collaborating with Psychology Club for social events, like Paint Night
- + Giving psychology away through initiatives such as "Monmouth Psych Hacks"
- + Having fun as "we're not all work and no play!"

## Q: How do I follow Psi Chi on Social Media?

**A:** Here's how you can learn more about the chapter and its activities:

- + In Facebook, search for "Psi Chi at Monmouth University"
- + In Twitter, search for "MonmouthPsiChi"

# Going Places: Attending Research Conferences

**Q: Why Attend a Psychology Conference?**

**A:** Psychology conferences are a great way to meet other psychology majors and learn about what they are researching. Conferences can give you ideas for your own research, and help you decide what subjects in psychology interest you the most.

**Q: Why Present at Conferences?**

**A:** Presenting research findings is an important part of growing as a psychology major. Many courses within your major center around the research process. Presenting at conferences provides an experience to share your work with other students and professors. Graduate schools and potential employers also view these experiences positively.

**Q: How do I Present?**

**A:** You should plan on presenting a research study completed with a supervising professor at Monmouth, and approved by the Institutional Review Board (IRB) and/or, if applicable, the Institutional Animal Care and Use Committee (IACUC). You will submit an abstract on the conference website, and specify what type of presentation you would like to give. You can choose to give a paper presentation or a poster presentation. After the submissions are reviewed, you will be notified as to whether or not you are accepted.

**Q: What Types of Conferences are there?**

**A:** Conferences such as the American Psychological Association, Association for Psychological Science, and Society for Personality and Social Psychology are national and held across the country. Regional conferences include the Eastern Psychological Association. The national and regional conferences require becoming a member or student affiliate before submitting your work. There is a fee posted on the conference websites that you must pay before you submit your abstract. There are also many university sponsored conferences that generously welcome student work. Some conferences are listed below with corresponding websites.

**Q: Where can I present?**

**A: National Conferences**

- ✓ American Psychological Association <http://www.apa.org/convention>
- ✓ Association for Psychological Science <http://www.psychologicalscience.org/convention>
- ✓ Society for Personality and Social Psychology <http://www.spsp.org/events>
- ✓ Society for Research in Child Development [www.srcd.org](http://www.srcd.org)

**Regional**

- ✓ Eastern Psychological Association <http://www.easternpsychological.org>

**University Sponsored**

- ✓ Pace University Psychology Conference
- ✓ Hunter College Psychology Convention
- ✓ Long Island Psychology Conference
- ✓ Rowan University

## Research with Faculty: Things to Know

- Ψ It is a great way to get involved, build up your resume/vita, and prepare for Graduate School (programs that focus on clinical/counseling still consider research experience one of the most important components when evaluating applications).
  - Ψ It gives you an opportunity to work closely with a professor's research.
  - Ψ It gives you an opportunity to present your work at research conferences and travel to other cities.
  - Ψ It has the potential of resulting in a publication on which you may be co-author.
  - Ψ It is a great way to get hands-on experience with concepts from your methodology courses.
  - Ψ It is a great way to prepare for PY 491 (Thesis).
  - Ψ It gives you the opportunity to get to know a professor better for a possible letter of recommendation.
- For professors' research interests, check out the Faculty Summaries section and feel free to reach out to the professor whose research interests match your own.

## Volunteering: Questions and Answers

**Q: Where can I find more information?**

**A:** The Center for Student Success (CSS) features a Directory of Volunteer Opportunities.  
<http://www.monmouth.edu/academics/CSS/volunteer/getstarted.aspx>

**Q: Why should I volunteer?**

**A:** Volunteer work not only looks great on a resume, but also provides you with hands-on experience within many different fields in Psychology. One volunteer activity could spark interest in a new field, while another could help you to realize that that is *not* where you want your career to go!

**Q: Will I have time to volunteer?**

**A:** Volunteer work is as demanding as you want it to be. Choose something that fits your schedule.

**Q: When is a good time to get involved?**

**A:** The earlier the better. This way you can give yourself a chance to see if certain areas of psychology have potential for you as a career. Also, by starting early you will have the chance to have several different experiences, all of which look good on your vita and help you clarify your interests and aptitudes.

## Experiential Education

- + You can find information about meeting your experiential education requirements in the department, as well as a list of departmental placements at: <https://mupsyched.mywikis.net>
- + Dr. Goodwin ([jgoodwin@monmouth.edu](mailto:jgoodwin@monmouth.edu)) maintains an up-to-date list of sites in the following areas: forensic/legal/criminal justice, child/family/school, mental health, working with animals, industrial/organizational, business, human resources, and gerontology.
- + If you are interested in the Six Flags Safari course (PY 411, Field Experience in Animal Behavior - see course catalog description in this handbook if you are not familiar with it), please contact Dr. Mehrkam ([lmehrkam@monmouth.edu](mailto:lmehrkam@monmouth.edu)).
- + If you are interested in community based experiences, please contact Dr. Holmes ([rholmes@monmouth.edu](mailto:rholmes@monmouth.edu)).

# Studying Abroad: Things to Know

- + The Study Abroad office frequently updates their information, so for more information regarding any of the programs, please visit: <http://www.monmouth.edu/university/study-abroad-main.aspx>

It is best to take free electives when studying abroad. There are opportunities to go for a semester, or a summer session.

## Careers in Psychology

### What Is a Psychologist?

(Portions of this section were adapted from *Handbook of Kennesaw State College Psychology Department Handbook* (Hill, 1992), *Career Development and Opportunities for Psychology Majors* (Ware, 1993), and *Handbook of Marian College Psychology Department* (Appleby, 1995) & <http://www.apa.org/topics/psychologycareer.html#gettingready>

Psychologists study human behavior and mental processes to describe, understand, predict, and change behavior. They may study the way a person thinks, feels, or behaves. Research psychologists investigate the physical, cognitive, emotional, or social aspects of human behavior. Psychologists in applied fields counsel and conduct training programs; do market research; apply psychological treatments to a variety of medical and surgical conditions; or provide mental health services in hospitals, clinics, or private settings, or work in industry. Like other social scientists, psychologists formulate hypotheses and collect data to test their validity. Psychologists may gather information through controlled laboratory experiments; personality, performance, aptitude, and intelligence tests; observation, interviews, and questionnaires; clinical studies; or surveys.

### Specific Concentrations in Psychology: Things to Know

#### Applied Behavior Analysts

##### **DUTIES:**

Applied Behavior Analysis (ABA) is the practice of applying the psychological principles of learning theory in a systematic way to modify behavior.

The principles of applied behavior analysis (also known as behavior modification and learning theory), developed and researched by psychology and competently applied in the treatment of various disorders based on that research, is clearly within the scope of the discipline of psychology and is an integral part of the discipline of psychology. Across the United States, applied behavior analysis is taught as a core skill in applied and health psychology programs. As such, the American Psychological Association (APA) affirms that the practice and supervision of applied behavior analysis are well-grounded in psychological science and evidence-based practice. APA also affirms that applied behavior analysis represents the applied form of behavior analysis which is included in the definition of the "Practice of Psychology" section of the APA Model Act for State Licensure of Psychologists. Therefore, APA asserts that the practice and supervision of applied behavior analysis is appropriately established within the scope of the discipline of psychology.

##### **SETTINGS:**

The practice is used most extensively in special education and the treatment of autism spectrum disorder (ASD), but also in healthcare, animal training, and even business. ABA is widely recognized as the only scientifically valid therapy available for treating behavioral issues associated with ASD.

##### **DEGREES:**

Currently, a doctoral degree (Psy.D. or Ph.D.) is required to receive licensure as a clinical psychologist. Students preparing for careers in clinical psychology should pursue programs accredited by the American Psychological Association. Admission to clinical programs at the doctoral level is extremely competitive and most programs require 5+ full-time, year-round years to complete, which includes coursework, research, dissertation, comprehensive exams, and internships. It then requires an additional 1+ years of postdoctoral training and state exams to receive licensure. Clinical Psychologists with a Ph.D. have been trained in programs emphasizing research over practice, although both are considered important. Clinical Psychologists with a Psy.D. have been trained in programs emphasizing practice over research, although both are considered important.

## Clinical Psychologists

- DUTIES:** Clinical Psychologists engage in a variety of professional duties, such as therapy, teaching, training, psychological assessment, program evaluation and systems consultation, industrial/organizational psychology, and neuropsychology (as a subfield). The field of Clinical Psychology integrates science, theory, and practice to understand, predict, and alleviate maladjustment, disability, and discomfort as well as to promote human adaptation, adjustment, and personal development. Clinical Psychology focuses on the intellectual, emotional, biological, psychological, social, and behavioral aspects of human functioning across the life span, in varying cultures, and at all socioeconomic levels.
- SETTINGS:** They work in academic institutions, health care settings, and professional settings such as mental health centers, hospitals, the FBI, the military, prisons, organizations, and private practice. Their activities range broadly and include consultation, diagnosis and assessment, research, therapy, and training of graduate students. Many clinical psychologists focus their interests on special populations, such as abused individuals, the elderly, gays and lesbians, and minority groups, for example. Others focus on certain types of problems like adjustment to divorce, depression, eating disorders, phobias, or schizophrenia. They may treat and/or conduct research with all ages in individual, couple, or family therapy.
- DEGREES:** Currently, a doctoral degree (Psy.D. or Ph.D.) is required to receive licensure as a clinical psychologist. Students preparing for careers in clinical psychology should pursue programs accredited by the American Psychological Association. Admission to clinical programs at the doctoral level is extremely competitive and most programs require 5+ full-time, year-round years to complete, which includes coursework, research, dissertation, comprehensive exams, and internships. It then requires an additional 1+ years of postdoctoral training and state exams to receive licensure. Clinical Psychologists with a Ph.D. have been trained in programs emphasizing research over practice, although both are considered important. Clinical Psychologists with a Psy.D. have been trained in programs emphasizing practice over research, although both are considered important.

## Counseling Psychologists

- DUTIES:** Counseling psychologists foster and improve human functioning across the life span by helping people solve the problems, make the decisions, and cope with the stresses of everyday life. Counseling psychology is related to clinical psychology but deals less with severe emotional and mental problems and more with individuals with personal and career issues.
- SETTINGS:** Many counseling psychologists work in academic settings helping students adjust to college, and providing vocational and career assessment and guidance. An increasing number are being employed in healthcare institutions, such as community mental health centers, Veterans Administrations hospitals, and private clinics dealing with issues such as drug abuse, eating disorders, family adjustment issues, and smoking.
- DEGREES:** Although “Counselors” may have their master’s degree and a “masters-level” license (e.g., Licensed Professional Counselor), the term “Psychologist” when applied to a therapist is a legally protected title. Therefore, Counseling *Psychologists* must complete the advanced requirements outlined above in the Clinical Psychology section, including the receipt of a Ph.D. or a Psy.D.

## Ψ What’s the Difference Between Counseling and Clinical Psychology?

Both Clinical and Counseling programs offer specializations and internships which ultimately determine the student’s area of practice and expertise. Both types of programs, if accredited by the American Psychological Association at the doctoral level, lead to licensure as “Psychologists.” However, there are some *general* differences between the programs:

### Counseling Psychology

- + *Tends* to focus on healthier individuals and a systemic or community approach to problems
- + *Generally* easier to gain admission
- + *May* have more difficulty obtaining a predoctoral internship or certain positions

### Clinical Psychology

- + *Tends* to work to understand, assess, and relieve human distress and dysfunction
- + *Generally* more competitive admission
- + *Generally* preferred degree for practica, internships, and early career positions
- + Receives more training in psychological assessment

## Ψ Other Types of Psychologists

### Comparative Psychologists (including Animal Behaviorists)

#### Cognitive and Perceptual Psychologists

**DUTIES:** Cognitive psychologists examine mental processes including thinking, memory, perception, reasoning, judgment, and decision-making. Questions cognitive psychologists try to answer include: How do people learn? How do people understand and produce language? How do humans interpret reality? Due to the nature of their work, cognitive and perceptual psychologists collaborate with neuroscientists.

#### Developmental Psychologists

**DUTIES:** Developmental psychologists study human development across the life span, from prenatal development to adulthood and old age. They are interested in the description, measurement, and explanation of age-related changes in behaviors such as aggression, moral development, language development, perception and cognition, emotional development, individual differences, and abnormal changes in development.

**DEGREES:** Many doctoral-level developmental psychologists are employed in academic settings, teaching and doing research. Persons with bachelor's and master's level training in developmental psychology work in applied settings such as day care centers and youth group programs, work with toy companies, parent education programs, hospital and child life programs, and museums, and evaluate educational television. Developmental psychologists are found working with the aging population, especially in researching and developing ways to help elderly people stay independent.

#### Educational Psychologists

**DUTIES:** Educational psychologists study how people learn. They design the methods and materials used to educate people of all ages.

**SETTINGS:** They work in universities, in both psychology departments and schools of education. Some conduct basic research on topics related to the learning of reading, writing, mathematics, and science. Others develop new methods of instruction including designing computer software. Still others train teachers and investigate factors that affect teachers' performance and morale. Educational psychologists conduct research in schools as well as in federal, state, and local educational agencies. They may be employed by governmental agencies or the corporate sector to analyze employees' skills and to design and implement training programs. Recently, industry and the military have been offering more opportunities for people with doctoral degrees who can design and evaluate systems to teach complex skills.

**DEGREES:** Ph.D., Ed.D. in School or Educational Psychology; see School Psychologists

#### Engineering Psychologists

**DUTIES:** Engineering Psychologists research the interface of humans with technology and machines. Also known as human factors researchers, engineering psychologists focus on things such as making computer programs easy for people to use and navigate, in addition to addressing how machine design creates strain on the user. User Interface psychology might be found in any area of manufacturing, such as car design or cell phone and tablet design, or emergency button design!

#### Environmental Psychologists

**DUTIES:** Environmental psychologists study the ways people and the physical environments influence each other. These environments may range from homes and offices to urban areas and regions. Environmental psychologists may do basic research, for example, evaluating people's attitudes toward different environments or their sense of personal space; or their research may be applied, such as evaluating an office design or assessing the psychological impact of a government's plan to build a new waste-treatment site. More specifically, environmental psychologists may study the effects of crowding or population density on behavior and attitudes; the effect of pollution, temperature, noise, lighting conditions, and aromas on behavior; or they may study the ways aspects of the physical environment, like wall colors or music in offices, may influence work.

## **Evolutionary Psychologists**

**DUTIES:** Evolutionary Psychologists focus on how genetics shape behavior and influence survival. This typically takes the form of studying mating behavior (mate guarding, mate poaching, infidelity, etc.) Other areas of study include aggression, helping behavior, and communication.

## **Experimental Psychologists**

**DUTIES:** "Experimental psychologist" is a general title applied to a diverse group of psychologists who conduct research on and often teach about a variety of basic behavioral processes. These processes may include learning, sensation, perception, human performance, motivation, memory, language, thinking, and communication as well as the physiological processes underlying behaviors such as eating, reading, and problem solving. Experimental psychologists use scientific methods to explore behavior in humans and animals.

**SETTINGS:** Most experimental psychologists work in academic settings, teaching courses and supervising students' research in addition to conducting their own research work. Experimental psychologists are also employed by research institutions, business, industry, and government.

**DEGREES:** Ph.D. in Experimental Psychology or Behavior Analysis

## **Family Psychologists**

**DUTIES:** Family psychologists are practitioners, researchers, and educators concerned with the prevention of family conflict, the treatment of marital and family problems, and the maintenance of normal family functioning. They concentrate on the family structure and the interaction between members rather than on the individual. As service providers, they often design and conduct programs for marital enrichment, premarital preparation, improved parent-child relations, and parent education about children with special needs. They also provide treatment for marital conflicts and problems that affect whole families. As researchers, they seek to identify environmental and personal factors that are associated with improved family functioning. They may study communication patterns in families with a hyperactive child or conduct research on child abuse or the effects of divorce and remarriage on family members.

**SETTINGS:** Family psychologists are often employed in medical schools, hospitals, private practice, family institutes, and community agencies. Job opportunities also exist for university teachers, forensic family psychologists, and consultants to industry.

**DEGREES:** At the masters-level, practitioners who work with families might be counselors or marriage and family therapists. There are separate licensure procedures for those two titles. At the doctoral level, there is no designation for "family psychologist." Psychologists who work with families are licensed as psychologists (with a background in clinical or counseling psychology) and focused their research, coursework, and internships on work with families.



## **Forensic Psychologists**

**DUTIES:** Forensic psychology is the term given to the applied and clinical facets of psychology and law. Psychology and law is a new field with career opportunities at several levels of training. Forensic psychologists might help a judge decide which parent should have custody of children or evaluate the victim of an accident to determine if the victim sustained psychological or neurological damage. In criminal cases, forensic psychologists might evaluate a defendant's mental competence to stand trial. Some forensic psychologists counsel inmates and probationers; others counsel the victims of crimes and help them prepare to testify, cope with emotional distress, and resume their normal activities.

**DEGREES:** Some specialists in this field have doctoral degrees in both psychology and law. However, the majority of forensic psychologists are licensed psychologists (see Clinical and Counseling Psychologists) who specialize in forensics during graduate school through a combination of coursework and internships. Other types of psychologists, such as social or experimental psychologists, may also focus on forensics but from a research, not clinical, perspective. As an area of research, they might study how juries decide cases or assign blame or responsibility for a crime. Master's and bachelor's level positions are available in prisons, correctional institutions, probation departments, forensic units of mental institutions, law enforcement agencies, and community based programs that assist victims, but their duties will most likely be more limited than a psychologist's duties.

## **Health Psychologists**

**DUTIES:** Health psychologists are researchers and practitioners concerned with psychology's contribution to the promotion and maintenance of good health and the prevention and treatment of illness. As applied psychologists or clinicians, they may, for example, design and conduct programs to help individuals stop smoking, lose weight, manage stress, prevent cavities, or stay physically fit. As researchers, they seek to identify conditions and practices that are associated with health and illness. In public service roles, they study and work to improve the government's policies and systems for health care.

**SETTINGS:** Employment settings for this specialty area can be found in medical centers, hospitals, health maintenance organizations, rehabilitation centers, public agencies, and private practice.

**DEGREES:** Some health psychologists who want to practice psychology earn their doctoral degree in another area of psychology, such as clinical or counseling psychology, but choose to specialize in health psychology through their research, coursework, and internships.

## **Human Factors**

**DUTIES:** Human factors are a multidisciplinary endeavor "concerned with designing for human use." The efficient design of human tasks, systems, and environments depends upon an understanding of human characteristics, capacities, and limitations. The principal objective of human factors is to use this information in the design process to ensure human safety and system efficiency. Human factors psychologists, or engineering psychologists as they are sometimes called, are concerned with design and safety problems in a variety of settings, for example, air and ground transportation, medical care, and industrial automation. With the advent of the computer industry, many human factors psychologists are engaged in helping make computer hardware and software more user-friendly. They can also be found researching the design of ergonomically correct equipment and workload issues.

**SETTINGS:** Opportunities exist in industry, military research organizations, research and development firms, and government. University teaching and research is another area of employment.

**DEGREES:** Opportunities for human factors psychologists have increased greatly with employment at both the master's and the Ph.D. levels.

## **Industrial/Organizational (I/O) Psychologists**

- DUTIES:** Industrial/organizational psychologists are concerned with relations between people and work. Their interests include organizational structure and organizational change; workers' productivity and job satisfaction; consumer behavior; selection, placement, training, and development of personnel. Consumer Psychologists are industrial/organizational psychologists whose interests lie in consumers' reaction to a company's products or services. They investigate consumers' preferences for a particular package design or television commercial, for example, and develop strategies for marketing products. They also try to improve the acceptability and safety of products and help the consumer make better decisions. Human Resource Psychologists are industrial/organizational psychologists who develop and validate procedures to select, evaluate, and promote personnel and to train and motivate employees and improve productivity and job satisfaction.
- SETTINGS:** I/O psychologists work in businesses, industries, governments, and educational institutions. Some may be self-employed as consultants or work for management counseling firms.
- DEGREES:** Jobs for those working in industrial/organizational psychology are available at the bachelor's, master's, and doctoral levels. Opportunities for those with master's degrees tend to be concentrated in business, industry, and government settings; doctoral-level psychologists may also work in academic settings and do independent consulting work. Industrial/Organizational Psychologists may have chosen to specialize in this area of psychology as part of their program in Clinical or Counseling Psychology. Pursuing I/O through Clinical or Counseling Psychology allows individuals to also become licensed psychologists.

## **Neuropsychologists and Psychobiologists**

- DUTIES:** Psychobiologists and neuropsychologists investigate the relation between physical systems and behavior. Topics they study include the relation of specific biochemical mechanisms in the brain to behavior; the relation of brain structure to function; and the chemical and physical changes that occur in the body when we experience different emotions. Neuropsychologists also diagnose and treat disturbances related to suspected dysfunctions of the central nervous system and treat patients by teaching them new ways to acquire and process information - a technique known as cognitive retraining.
- SETTINGS:** Clinical neuropsychologists work in neurology, neurosurgery, psychiatry, and pediatric units of hospitals and clinics. They also work in academic settings where they conduct research and train other neuropsychologists, clinical psychologists, and medical doctors.
- DEGREES:** Neuropsychologists are licensed psychologists who received training in clinical psychology and chose to focus their coursework, research, and internships on neuropsychology.

## **Psychology of Aging (Geropsychology)**

- DUTIES:** Researchers in the psychology of aging (geropsychology) draw on sociology, biology, and other disciplines as well as psychology to study the factors associated with adult development and aging.
- DEGREES:** Many people interested in the psychology of aging are trained in a more traditional graduate program in psychology, such as experimental, clinical, developmental, or social. While they are enrolled in such a program, they become geropsychologists by focusing their research, coursework, and practical experiences on adult development and aging. A doctorate is normally required for teaching, research, and clinical practice, but an increasing number of employment opportunities are becoming available for people with associate's, bachelor's, and master's degrees. These positions typically involve the supervised provision of services to adults in nursing homes, senior citizens centers, or state and local government offices for the elderly.

## **Psychometrics and Quantitative Psychology**

- DUTIES:** Psychometric and quantitative psychologists are concerned with the methods and techniques used in acquiring and applying psychological knowledge. A psychometrician may revise old intelligence, personality, and aptitude tests or devise new ones.
- SETTINGS:** These tests might be used in clinical, counseling, and school settings or in business and industry. Other quantitative psychologists might assist a researcher in psychology or another field in designing and interpreting the results of an experiment. Psychometricians and quantitative psychologists are well trained in mathematics, statistics, and computer programming and technology.
- DEGREES:** Doctoral-level psychometricians and quantitative psychologists are employed mainly by universities and colleges, testing companies, private research firms, and in government. Those with master's degrees often work in testing companies and private research firms.

## **Rehabilitation Psychologists**

- DUTIES:** A rehabilitation psychologist's job is to help victims of accidents, medical incidents, or disabilities recover and adapt. Often these populations include people with intellectual disabilities, and those with developmental disabilities such as cerebral palsy, epilepsy, and autism. Most commonly, rehabilitation psychologists work in health-care settings in teams with other health-care professionals. Rehabilitation Psychologists usually have a background in Clinical or Counseling Psychology. However, they can work in rehabilitation settings with bachelor's and master's degrees.

## **School Psychologists**

- DUTIES:** School psychologists help educators and others promote the intellectual, social, and emotional development of children. They assess students to determine whether they need special education services. They are also involved in creating environments that facilitate learning and mental health. They may plan and evaluate programs for children with special needs or deal with less severe problems such as disruptive behavior in the classroom. They sometimes engage in program development and staff consultation to prevent school problems. They also provide on-the-job training for teachers in classroom management, consult with parents and teachers on ways to support a child's efforts in school, and consult with school administrators on a variety of psychological and educational issues.
- DEGREES:** To be employed in the public schools of a given state, school psychologists must have completed a state-approved training program (or the equivalent) and be certified by the state. School psychologists can be trained at the masters or doctoral level. Those trained at the doctoral level can also become licensed as a psychologist with additional training and find employment in a variety of settings outside of schools, including hospitals, mental health clinics, and other agencies. The doctoral-level school psychologist has more research and evaluation training as well as more in-depth clinical and consultative training.

## **Social Psychologists**

- DUTIES:** Social psychologists study how people interact with each other and how their social environments affect them. They study individuals as well as groups, observable behaviors, and private thoughts. Topics of interest to social psychologists include the formation of attitudes and attitude change, individual and group decision-making, attraction between people such as friendship and love, prejudice, personality and social development, group dynamics, and violence and aggression.
- SETTINGS:** Social psychologists can be found in a wide variety of academic settings, and, increasingly, in many nonacademic settings. For example, many social psychologists find employment in advertising agencies, corporations, hospitals, educational institutions, and architectural and engineering firms as researchers, consultants, evaluators, and personnel managers.
- DEGREES:** As with experimental psychology, a research-oriented doctoral degree is usually necessary in social psychology.

## Sports Psychologists

**DUTIES:** Sports psychologists apply psychological methods and knowledge to the study and modification of the behavior and mental processes of people involved in sports. These psychologists generally perform three primary roles, namely teaching, research, and practice. Generally, sports psychologists are trained within the field of clinical or counseling psychology and physical education.

**SETTINGS:** Opportunities for sports psychologists include counseling in a sports medicine clinic or with a professional sports team, research in an academic setting involving student athletes, and developing enhancement programs for athletes or the military.

**DEGREES:** Most opportunities are available to psychologists with doctoral degrees in Clinical and Counseling Psychology who have sub-specialized in Sports Psychology. However, master's level sports counselors may also find opportunities in similar settings, including the Military.

## Other Related Fields

### Professional Counseling

**DUTIES:** A Professional Counselor conducts individual and group counseling on mental health and developmental issues. Professional Counselors may work with children, adolescents, and adults.

**SETTINGS:** Professional Counselors work in private practice, college/university counseling centers, community mental health centers, hospitals, VA medical centers, half-way houses, and substance abuse treatment programs.

**DEGREES:** A Professional Counselor earns a master's degree and completes internships. A provisional license is granted after the student completes the graduate program and passes a national exam. The two exams used by individual states in the process of obtaining licensure are The National Counselor Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE). It is very important to know the required exam in the state you wish to practice (FYI – New Jersey and Pennsylvania require the NCE, New York requires the NCMHCE). After completion of the graduate program, it takes approximately 2 ½ years of supervised counseling practice working in a mental health setting to obtain a license as a Professional Counselor. In most states your supervisor does not need to be a licensed Professional Counselor but can be any licensed mental health professional. For information on the exams and state licensing regulations please see the website of the National Board for Certified Counselors (<http://www.nbcc.org>).

**Psychiatry:** Psychiatry deals with the prevention, diagnosis, treatment, and research of mental disorders. Psychiatrists must earn a **general medical degree** (M.D. which takes 4 years) after which they start their training in psychiatry (4 years). As medical practitioners, psychiatrists mainly use pharmacological treatment. Therefore, psychiatric training usually provides minimal training in therapy.

**Psychiatric Nurse Practitioner:** Psychiatric Nurse Practitioners have advanced training in nursing and in pharmacological treatment as it pertains to psychiatry. They may work independently, but often work in a group practice with psychiatrists.

**Social Work:** As is true with other disciplines, there are a variety of sub-fields in social work. Social workers who practice psychotherapy are usually called either clinical social workers or psychiatric social workers. Clinical social workers are trained to diagnose and treat psychological problems. Note that they do not do psychological testing, so you should consider careers in psychology or education if this is of interest to you. Psychiatric social workers provide services to individuals, families, and small groups. They work in mental health centers, counseling centers, sheltered workshops, hospitals, and schools. They may also have their own private practice with only a master's degree.

# What Can I Do with A Bachelor's Degree?

*Material from this section has been adapted from a section in The Psychology Majors Handbook, 1995-96 of the Pacific Union College Behavioral and Social Science Department.*

The Department of Psychology provides a rigorous academic experience that prepares its students for a variety of careers by combining the advantages of a liberal arts education with a strong background in human thought, behavior, and emotion. Although those with an undergraduate degree in psychology do not have all of the job options available to those with a master's or doctorate in psychology, there are many entry-level jobs for college graduates with a bachelor's degree. These career options might initially appear to have little to do with the field of psychology. However, an undergraduate education in psychology helps students develop skills that are important in a variety of careers.

## Careers

Obtaining a bachelor's degree in psychology allows individuals to work within community mental health centers, vocational rehabilitation offices, and correctional programs; to work as research or administrative assistants; and to take jobs as trainees in government or business. In these settings individuals serve as assistants to psychologists and other trained professionals. Occupations include: top- and mid-level managers, executives, administrators, sales occupations including retail, social workers, other management-related occupations, personnel, training, labor-relations specialists, other administrative (record clerks, telephone operators), insurance, securities, real estate, business services, other marketing and sales occupations, registered nurses, pharmacists, therapists, physician assistants, and accountants, auditors, or other financial specialists. However, without additional academic training, their advancement opportunities in psychology are limited.

→It is important to note that alumni of the Monmouth University Department of Psychology have found career success in such varied places as HBO, L'OREAL, Nickelodeon, Six Flags Great Adventure, and various universities and hospitals. For a complete listing, visit:  
<http://www.monmouth.edu/school-of-humanities-social-sciences/psych-alumni-jobs.aspx>

## Salary

There is great variability in salaries for those with a bachelor's degree. In 2019 the average was \$50,000. Although, variation exists because of the different techniques with which the data are collected. In general, “for profit” positions in industry are better compensated than jobs in the non-profit sector.

## How Much Money Might I Make in Various Careers?

<https://www.apa.org/monitor/2021/11/datapoint-earn>

Type of Job	Brief Description	Median Salary
<b>Faculty</b>	Primarily involved in university settings of four or two year colleges. (Psychology Department)	<b>Ph.D.:</b> 62,000 <b>Masters:</b> 43,000
<b>Research Positions</b>	Activities associated with research positions include basic or applied research, such as non-faculty positions in academic settings, employment as an investigator in a laboratory or a research institute, and research positions in private industry. Research positions exist in the following fields: general/methods and systems, physiological/psychobiology, developmental, clinical, education, I/O, and quantitative/psychometrics/statistics.	<b>Ph.D.:</b> 78,000 <b>Masters:</b> 61,000
<b>Direct Human Services – Clinical or Counseling Licensed</b>	Clinically licensed psychologists are involved in direct delivery of health and mental health services to clients.	<b>Ph.D.:</b> Clinical- 75,000 Counseling- 65,000 <b>Masters:</b> Clinical- 49,000 Counseling- 47,500
<b>Direct Human Services- School Licensed</b>	School psychologists are employed in elementary and secondary schools, school system district offices, or other educational settings.	<b>Ph.D.:</b> 78,000 <b>Masters:</b> 72,500
<b>Other Sub fields (Licensed)</b>	Those in this field are licensed, and are involved in the delivery of health/mental health services to client populations but are not in one of the three standard sub fields (clinical, counseling, or school psychology). Instead, they identified a variety of fields, including educational psychology and rehabilitation, developmental, and health psychology.	<b>Ph.D.:</b> 75,500 <b>Masters:</b> 48,000
<b>Administration of Health Services</b>	This field includes those who work in public general hospitals, outpatient clinics, counseling guidance centers, specialized health services, or other human service settings and typically have a counseling background.	<b>Ph.D.:</b> 75,000 <b>Masters:</b> 56,500
<b>Applied Psychology- Industrial/Organizational</b>	Applied psychology consists of personnel selection, assessment, systems or equipment design, and organizational consultation, analysis, or training and major in the field of industrial/organizational psychology.	<b>Ph.D.:</b> 105,000 <b>Masters:</b> 71,000

# Graduate Study in Psychology

## Deciding If Graduate School Is Right for You...

### Things to Consider:

- Ψ It is a long process that requires a strong commitment and a high level of intrinsic motivation.
- Ψ It is **much more competitive** than applying to college. Although there is a wide variety in requirements for acceptance, there is no guarantee that you will get into the school of your choice (acceptance rates for doctoral programs can be as low as 5% for Ph.D. programs to 40% for Master's programs).
- Ψ The classes are more demanding, which means you will be expected to:
  - ✓ Read a higher quantity of material (sometimes 40+ articles per course)...and *actually read it!!!*
  - ✓ Understand content on your own
  - ✓ Write longer papers in shorter amounts of time
  - ✓ Generate knowledge (i.e., create new and unique ideas), especially in Ph.D. programs
- Ψ Think about why you want to go to graduate school. The experience is much too difficult to attend simply “because I want to be called Doctor” or “because I’m not sure what else to do”.

### Assessing Your Potential for Success:

#### Answer the Following Questions Truthfully:

1. Are you able to accept the idea of living at near-poverty level for 2-7 years?
2. Do you enjoy writing term papers?
3. Are you able to make verbal presentations of academic material in front of a group?
4. Do you enjoy reading psychology books even if they are not assigned?
5. Do you often give up desirable social opportunities to study?
6. Do you feel a Ph.D./Psy.D. is desirable for reasons other than social status?
7. Do you like doing research?
8. Can you carry out projects and study without direction from anyone else?
9. Do you start working on your assignments and studying as soon as they are assigned?
10. Are you able to concentrate on your studies for hours at a time?
11. Are your grades mostly A's?
12. Are you pleased with school right now?

- Ψ If you answered most or all of these questions with “yes” then you have a high potential for success in graduate school! Although these questions mainly pertained to doctoral training, some of them apply to master's programs as well.

# Master's, Psy.D., Ph.D.: What Does It All Mean?

Before deciding on the degree, you'll want to pursue after your Bachelor's, it is important to isolate your career goals and determine the type of degree you need to accomplish your career goals.

## Master's

<b>Class Style:</b>	Fairly competitive admission standards, although there is a wide range. The classes are similar to undergraduate classes but more discussion-based and more demanding in terms of student understanding and workload.
<b>Thesis:</b>	Yes, if research-based. Unlikely if in counseling or an applied area.
<b>Length:</b>	About 2-3 years to complete.
<b>Cost:</b>	Tuition is typically paid for by the student.
<b>General Info:</b>	<ul style="list-style-type: none"><li>★ People with a Master's degree can work in industry, group counseling practices, clinics, programs for drug abusers, battered wives, psychiatric patients, etc.</li><li>+ In some states, you are NOT able to have a private practice with only a Master's. You will need at least a doctorate to do this, but you can certainly work with other psychologists in a group practice under supervision.</li><li>+ There are many Master's programs that lead to licensure for specific counseling fields. It is advantageous to have a specialization in an area in which you would like to work as it demonstrates to an employer that you are serious about that area (e.g., substance abuse).</li><li>+ Be sure the program is accredited.</li></ul>
<b>Programs:</b>	Applied (Counseling), Research Methodology/Quantitative General Psychology (Ph.D. Prep) Masters of Social Work (MSW), Industrial/Organizational Psychology

## Licensed Professional Counselor versus a Licensed Psychologist

### Licensed Professional Counselor (LPC)

- + Masters-level
- + Work in mental health
- + Not available in all 50 states
- + Lower salary
- + Training is less stressful, expensive, competitive, comprehensive, time-consuming
- + More likely to work within and for an organization
- + Can teach college courses part-time

### Licensed Psychologist

- + Doctoral-level
- + Expert in mental health
- + Available in all 50 states
- + Higher salary
- + Training is more stressful, expensive, competitive, comprehensive, time-consuming
- + More freedom, independence, leadership positions
- + Can obtain full-time faculty positions



## Ψ Myths About Pursuing a Master's Degree in Psychology

*Adapted from Actkinson, T. R. (2000, Winter). Master's and myth: Little-known information about a popular degree. Eye on Psi Chi, 4, 19-25.*

- + **Myth:** Master's are only a fallback plan if you cannot get into a doctoral program. There is no good reason to only get a Master's.  
**Fact:** There are several factors that make a Master's degree a fantastic choice. Master's take less time, are more likely to be located nearby, and have lower admission requirements. These features often make Master's programs more convenient and feasible. However, the best reason to get a Master's is that it may be the only degree you need to pursue your career of choice.
- + **Myth:** Very few people get a Master's, most get their doctorate.  
**Fact:** Many more people get a Master's than their doctorate. In the last few decades, the number of Master's programs has been increasing dramatically.
- + **Myth:** If you first get a Master's, then later decide to go for your doctorate, none of your credits will count and you will basically have to start over.  
**Fact:** This will vary somewhat depending on the doctoral program. It is safe to say that some of your work will transfer, but definitely not all of it. For example, a typical Clinical Psychology doctoral program is around 120 credits, however only 20 of your 60 Master's credits from your counseling degree may transfer into the program. Going straight to a doctoral program is likely the quickest route to obtaining your doctorate.
- + **Myth:** In order to do counseling (and/or get licensed) you need a doctorate.  
**Fact:** This varies from state to state, but in NJ you are able to be a licensed counselor with a Master's degree in a counseling field.
- + **Myth:** Getting a job with only a Master's is extremely difficult.  
**Fact:** This is true if you want to be a college professor, administrator, supervisor, researcher, or conduct psychological assessments. However, a Master's degree is great training and will be very useful for getting a job in a counseling area where you mainly conduct therapy. Often job requirements for counseling positions begin at the master's level. It is often the terminal degree in Industrial/Organizational Psychology!

## Ψ Reasons for Pursuing a Master's Before (or In Place of) a Psy.D./Ph.D.

*Adapted from Sayette, M. A., Mayne, T. J., & Norcross, J. C. (2004). Insider's guide to graduate programs in clinical and counseling psychology (2004/2005 edition). New York : Guilford Press.*

### Pursue a Master's Degree if:

- + Your career choice only requires a Master's degree. If your desired profession does not require a doctoral degree, you may want to stop after you get your Master's.
  
- + You have insufficient credentials for direct admission to a Doctoral Program. This may include any/all of the following:
  - Low Grades
  - Limited Research Experience
  - Poorly Defined Career Goals
  - Poor Letters of Recommendation
  - Inadequate Coursework in Psychology
  - Low GRE Scores
  - Limited Clinical Experience
  - Late Application
  - Insufficient Contact with Faculty Members
  
- + If you plan on pursuing a Doctorate after your Master's, be sure to avoid any of the issues above while getting your Master's. That is, you will want to get research and clinical experience, study for the GRE, get good grades, get to know your professors, etc. while in your Master's program.

## Ph.D.- Doctor of Philosophy

<b>Class Style:</b>	These programs are not like undergraduate coursework. In fact, the classes you take are much less important than the research you do. More focused on the student's independence and generating new ideas. Revisit the careers section of this handbook to explore the different areas in which you can earn a Ph.D. in Psychology.
<b>Thesis:</b>	Most programs require the completion of a thesis and/or a comprehensive exam.
<b>Length:</b>	Takes about 4-6 years to complete.
<b>Cost:</b>	Many Ph.D. programs will assist you with paying for school through tuition remission and/or assistantships (for which you receive a nominal stipend)
<b>General Info:</b>	<ul style="list-style-type: none"><li>★ These generally have an orientation toward conducting research (working on own research, knowledge of statistics, etc.)</li><li>★ Basically, getting your Ph.D. is a full-time (50-60+ hours a week) job.</li><li>★ It is nearly impossible to hold down another job while in training for your degree. However, schools may <i>pay you</i> for teaching classes or working in a lab. In these programs, you are expected to have no other serious obligations that may impede upon your ability to manage the large course-load or internship.</li><li>★ While getting your Ph.D. you will be generally expected to take at least a year of graduate level statistics, take a group of courses, conduct research, serve as a teaching assistant, serve on committees, contribute to scholarly publications, write a Master's/Second Year thesis, take a comprehensive or specialties examination, and write a dissertation.</li></ul>

## Psy.D.- Doctor of Psychology

<b>Class Style:</b>	It is intended for students who are concerned with practicing psychology (e.g., clinical, school, counseling, I/O, forensic) and are less involved in research (though this does not mean that you won't have to do any!) Therefore, it is much more applied in terms of coursework and the necessity of internships.
<b>Thesis:</b>	Most programs require the completion of a thesis, clinical competency exams, and a comprehensive (content) exam.
<b>Length:</b>	Takes a minimum of 5 years to complete when entering with a B.A. and a minimum of 4 years to complete if entering with a master's.
<b>Cost:</b>	More expensive per credit as compared to a master's program, but a somewhat greater chance of funding through assistantships.

- General Info:**
- ★ These programs are applied in nature. Advanced coursework in therapeutic techniques and understanding human behavior from multiple perspectives is emphasized. Mandatory internships in applied settings are a cornerstone of training.
  - + Graduates of Psy.D. programs have more training and specialization than those with only their Master's, and thus have more freedom in their field.

## What are the Similarities Between a Clinical/Counseling Psy.D. and a Ph.D.?

### Clinical/Counseling Psy.D. and Ph.D.

- + Both require a dissertation, a comprehensive examination, and clinical training.
- + Have equal prestige, salaries, and leadership positions and are considered equally for positions, including governmental positions such as the FBI, state hospitals, federal prisons, and the military.
- + Both lead to licensure as psychologists in all 50 states.
- + Both types of programs are accredited by the APA.
- + Both programs have competitive admissions – vary by program, not type of degree.

## What are the Differences Between a Clinical/Counseling Psy.D. and a Ph.D.?

### Psy.D. in Clinical/Counseling

### Ph.D. in Clinical/Counseling

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>+ Doctor of Psychology</li> <li>+ Newer model of training; # of programs have increased</li> <li>+ More practice-oriented than research-oriented in training</li> <li>+ Graduate programs hiring faculty that focus on training clinicians value the Psy.D.</li> <li>+ Tends to be misunderstood by research psychologists</li> <li>+ APA accreditation is MUCH MORE important than Ph.D. or Psy.D. Licensure is difficult and, in some states, legally impossible if your degree is not from an APA accredited program! Note that the APA only accredits doctoral programs in clinical and counseling psychology.</li> </ul> | <ul style="list-style-type: none"> <li>+ Doctor of Philosophy</li> <li>+ Older model of training; # of programs have decreased</li> <li>+ More research-oriented than practice-oriented in training</li> <li>+ <i>Preferred</i> credential when seeking a faculty position in research-oriented departments</li> <li>+ More respected by other research psychologists</li> </ul> |
|--|--|

***Don't forget:*** It takes **strong** credentials to get into graduate school, regardless of which program you choose. Also, admission standards vary by program, degree, school, and even year to year. Your best bet is to not aim for any minimum standard. Instead, learn as much as you can (this will keep your grades up), study for the GREs well in advance, get involved in your major, build up your research experience, and clearly define your goals early. It will help you in the long-run!

# 10 Things You Need to Get Into Graduate School

- ✓ **Strong interest in a specialized area of study.** Graduate study requires time, financial sacrifice, dedication, and motivation. If you do not possess a strong interest in your chosen area of study, you will not have a positive experience in graduate school.
- ✓ **A competitive grade point average.** This means a 3.6+ for a Ph.D. or Psy.D. program or a 3.2+ for a master's program.
- ✓ **Favorable letters of recommendation.** These are very important. Most programs require three letters, however if you are applying to a clinical/counseling area, some programs may require three academic (from professors) letters whereas others require 2 academic letters and 1 letter from a supervisor from a field experience.
- ✓ **Relevant experience.** Ph.D. programs and research-oriented master's programs will look favorably upon research experience such as independent research, senior thesis, conference presentations, working with a professor on their research, etc. If you are applying to a counseling, clinical Ph.D., or Psy.D. program, volunteering in counseling agencies, field work, internships, etc. will be required.
- ✓ **Personal qualities that will increase your chance of success and potential in graduate school and in your chosen field of study.** Graduate programs look for evidence that you can work independently, manage your time well, show a strong interest in psychology, be a leader, and exhibit maturity and professionalism. You can demonstrate these qualities by earning high grades while being involved in other activities or jobs, being involved in research and applied experiences, and taking leadership roles in student organizations.
- ✓ **A thoughtful statement of purpose/personal statement.** This is an essay in which you have the opportunity to sell yourself to the potential graduate program, describe your credentials, and convince the program that your interests and goals match with what the graduate program offers.
- ✓ **Appropriate coursework.** Find out as soon as possible what the coursework requirements are for your area of interest or for your desired programs. For example, Ph.D. programs will require research-based coursework while applied programs may require Theories of Personality.
- ✓ **A strong Curriculum Vita.** This is an academic resume that summarizes your relevant accomplishments.
- ✓ **Valuable advice.** Talk to professors, alumni, and people who work in your desired area of study so that you can benefit from their experience and knowledge. If you request it, most programs will connect you with a current student or faculty member so that you can ask questions about the program or career paths related to that program.
- ✓ **Competitive GRE scores.** For doctoral programs, scores of 160 for verbal (previously a 600) and 148 for quantitative (previously a 600) are recommended. For master's programs, scores of 153 for verbal (previously a 500) and 144 quantitative (previously a 500) are recommended. Some graduate programs may also require you to take the GRE subject test in psychology.

# Graduate Record Exam (GRE)

The GRE (Graduate Record Examination) is an important part of your graduate school application. If your desired program has a cut-off score for the GRE that you did not meet, your application packet may not even reach the graduate department! Doing well on the GRE is very important to maximize your chances of admission.

Although many students wait until their senior year to take the general GRE, you should consider taking it during your junior year. Your senior year will be very busy with thesis, graduate school applications, and possibly taking the Subject GRE (Psychology). Taking it during your junior year will also allow you to retake the exam and properly prepare for it again (if necessary). Your score lasts for 5 years, so taking it early will not be a problem, even if you decide not to go to graduate school directly after college.

Please note that other types of specialized graduate programs do not require the GRE because they have their own required tests, e.g., LSAT for law school or MCAT for medical school.

## Ψ The General GRE

The General GRE was revised in August 2011 and includes the following subtests:

- + **Verbal Reasoning** (scores range from 130-170 in one point increments) — Measures your ability to analyze and evaluate written material and synthesize information obtained from it, analyze relationships among component parts of sentences, and recognize relationships among words and concepts.
- + **Quantitative Reasoning** (scores range from 130-170 in one point increments) — Measures problem-solving ability, focusing on basic concepts of arithmetic, algebra, geometry, and data analysis.
- + **Analytical Writing** (scores range from 0-6 in ½ point increments) — Measures critical thinking and analytical writing skills, specifically your ability to articulate and support complex ideas clearly and effectively.

You can take the GRE as a computer administered test at many locations throughout the year. The paper and pencil exam is only available about three times a year. You can search for your nearest test location through this link: <http://www.ets.org/bin/getprogram.cgi?test=gre>

## Ψ The Subject GRE in Psychology

The Subject GRE test in Psychology includes the following content:

- + **Experimental or natural science** oriented (about 40% of questions) including learning, language, memory, thinking, sensation and perception, and physiological psychology/behavioral neuroscience
- + **Social or social science** oriented (about 43% of questions) including clinical and abnormal, lifespan development, personality, and social psychology
- + **General** (about 17% of questions) including the history of psychology, applied psychology, psychometrics, research design, and statistics

Note that the Subject Test requires a broad-based knowledge of psychology and probably includes topics that you have not learned in your coursework. Thus, it is essential that you spend a significant amount of time preparing for the Subject Test in order to be successful.

## Ψ Steps to Prepare

1. Find out what scores you need to be competitive for your desired programs.
2. Take a diagnostic exam NOW so you can plan your preparation strategy. Free exams are available through these links:
  - + GENERAL TEST: <http://www.princetonreview.com/grad/free-gre-practice-test.aspx>
  - + GENERAL TEST: [http://www.kaptest.com/Graduate/GRE/Practice-for-the-GRE/GR\\_aboutgre\\_practiceGRE.html](http://www.kaptest.com/Graduate/GRE/Practice-for-the-GRE/GR_aboutgre_practiceGRE.html)
  - + PSYCHOLOGY TEST PRACTICE BOOK: [http://www.ets.org/s/gre/pdf/practice\\_book\\_psych.pdf](http://www.ets.org/s/gre/pdf/practice_book_psych.pdf)
3. Consider taking a course through Kaplan or the Princeton Review if you would benefit from a more structured approach to studying, if you have multiple areas of weakness, or if you have difficulty with standardized exams.
4. Consider hiring a tutor to help you develop your skills or knowledge in a specific area (e.g., algebra).
5. Consider purchasing study guides through Princeton Review, Kaplan, Barrons, etc. Some of these companies also have cell phone apps so you can study on the go!

## Ψ Useful Resources

- + Educational Testing Service's PowerPrep software contains practice exams and it is free when you register for the GRE. You can download it here: <http://www.gre.org/pracmats.html>
- + Purchase a book (e.g., Kaplan or Princeton Review) which are available at most bookstores. These books include practice questions and exams with explanations and tips and advice on how to think through the questions.
- + <http://number2.com> provides free prep materials for the GRE

# Graduate School Application Materials

## What Are Admission Committees Looking For in an application?

*Adapted from Cashin, J. R., & Landrum, R. E., (1991). Undergraduate students' perceptions of graduate admissions criteria in psychology. Psychological Reports, 69, 1107-1110.*

### MORE Important Than You Might Think...

- + Overall GPA / Psychology GPA
- + Quality of Your Personal Statement
- + Letters of Recommendation
- + Research Experience (helping faculty, conference presentations, co-authorships)
- + Verbal and Quantitative GRE Scores
- + Internships/Field Placements (only if applying to a very applied program)

### LESS Important Than You Might Think...

- + Prestige of Undergraduate School
- + Extracurricular Activities Not Directly Relevant to Your Major
- + Psychology (Subject) GRE (unless you are applying to Clinical programs)

## Letters of Recommendation

### What Are Letters of Recommendation?

- Ψ These are letters that professors write to the graduate schools to which you are applying that describe your potential for success as a graduate student.
- Ψ Letters are written by three professors that know you very well and have had sufficient experience with you to comment on your aptitude (typically experience with you in addition to the classroom).
- Ψ Letter writers generally provide a narrative description of your qualifications, and a quantitative evaluation based on categories. For example, schools ask letter writers to rate you on: likelihood of completing the program, intellectual ability, maturity, leadership potential, motivation, integrity, ability to work with others, creativity, time management, written/oral communication skills, etc.

### Who Should I Ask?

- Ψ Professors who know you on a more personal level (i.e., what your career goals are). An advisor who also knows you in at least one other context would also be a good choice.
- Ψ Professors with whom you have taken multiple classes, or have worked in depth (e.g., you took thesis with them). Needless to say, you should have done well (at least a B/B+) in these classes.
- Ψ Professors who know you outside of the classroom. That is, letter writers who are only able to relate information already contained in your resume or curriculum vita (grades, names of awards, etc.) are NOT good letter writers. A good letter of recommendation provides information about you that other sources cannot.
- Ψ Ask the professor who can write you the BEST letter, not the professor who is easiest to ask.

## Who Should I NOT Ask?

- Ψ Professors who you only had for one course (unless you received a very high grade and made an exceptional impression). After only one class, professors generally do not have enough information to write a good letter. Or, they may be able to write good things, but they won't carry much weight because it was only one class (i.e., it is a small sample size).
- Ψ Professors who taught classes in which you did not do very well (i.e., you received less than a B).
- Ψ Professors who you have never talked with outside of class. If you have not spent time talking about your interests, career goals, etc., it is unlikely that professor will have anything substantial to contribute to a letter that isn't already found in your transcript.

## What Information Do I Need to Give My Letter Writer?

- Ψ All appropriate forms/information
  - Ψ Deadlines for all schools clearly marked (send email reminders)
  - Ψ Curriculum Vita
  - Ψ List of Research Experiences
  - Ψ List of Clinical/Counseling Experiences
  - Ψ Personal Statement
- {Provide letter writers with all of this information, even if they don't ask for it (or in addition to the things they do request). Having these materials may make the difference between a good and a great letter.}*

## How Do I Make Sure I Get Good Letters?

### 5 Tips for Success...

- #1 – **Plan Ahead** – Start thinking NOW about who your 3 letter writers might be. Be strategic to ensure you have several professors that know you in slightly different capacities (someone that can comment on what a great student you are, someone else that can mention how great you are at research, how active you are, etc.) As you do this, make sure one person knows you REALLY well.
- #2 – **Keep Track of Your Experiences** – This may sound silly but keep a list/folder of anything and everything you have done as part of your major. This can include: Talks you have attended, Psychology Club activities you have volunteered for or participated in, papers you have written, exams you have taken, research you have helped with, and/or psychology related experiences you have had.
- #3 – **Be Active in Your Major** – Get involved!! Your best letters will come from professors that know you in several contexts. Take a few classes with a professor, help them with their research, help out in a club for which they are the advisor, stop by during their office hours to find out about their interests, their area of psychology, their thoughts on graduate school, etc. Even if you do not work directly with a particular person, faculty members know who the active/interested students are within the major.
- #4 – **Student Characteristics Letter Writers Like to See**
  - interested in course
  - asks/answers questions in class
  - attentive in lectures
  - gives extra effort
  - misses VERY few (if any) classes
  - helps other students
  - says hi when see them
  - asks for help when needed
  - active in Psi Chi/Psych Club
  - mature & responsible
  - involved in department activities
  - highly motivated to achieve
  - enthusiastic, dependable
  - stops by the office to comment on class material



**#5 – Ask Properly** - When you ask for your letter, do so **in person** when you (and the letter writer) have time to talk about your aspirations (a little chat about what you want to do with your life is invaluable). Also, ask in a way that gives the letter writer a gentle way to decline your request (the letter writer may not be able to write the high quality letter you are looking for). Say “I was wondering if you would be able to write me a really strong letter of recommendation?” Finally, give them at least 4 weeks’ notice.

**\*\*Final Note\*\***

Because your letter writers genuinely care about your future, they spend a lot of time on your letter to make sure it helps you reach your goals. Don’t forget to let them know how things turn out and to thank them for their help. Did you get the job? Did you get into graduate school? Faculty also like to hear updates from you as you progress through your program and/or career!

# Writing Your Personal Statement

## What is a Personal Statement?

- Ψ Your personal statement is your chance to sell yourself to a program. In 2 pages, you need to convince the admission committee that you are a perfect fit for their program, that you will be successful while you are there, and that you have a promising future once you leave.
- Ψ Your personal statement's quality is EXTREMELY important for the success of your application.

## 10 Tips for Writing a Super Statement

- #1 – **Familiarize Yourself with the Program** – What type of students are they looking for? What programs do they offer? Which faculty member do you want to work with?
- #2 – **Know Yourself** – Socrates was right. The clearer you are about what you want, the clearer your statement will be to the program.
- #3 – **Be Sure You Address ALL Parts of Their Questions** - Often, schools will have specific things they want you to address. Do not leave anything out.
- #4 – **One Statement Does NOT Fit ALL** – Do not use one statement for all of the places to which you are applying. Your statement should be tailored specifically to each school/program.
- #5 – **Keep it Focused** - Two single-spaced pages MAX (unless you have a TON of experience) OR stay within the word limit you are given NO MATTER WHAT!!!!
- #6 – **Style Also Matters** – Content is most important, but your statement also serves as a sample of your writing ability. Incomplete sentences, spelling errors, punctuation problems, obvious grammatical errors, etc., are application killers. Make sure your paper is logical, and concise (remember APA style → Say More With Less!!). Clarity & parsimony count!
- #7 – **Word Choice** - Demonstrate your vocabulary, but do not overload your statement with unnecessarily large or complex words (it looks pretentious). However, as much as possible, use the language of our profession to demonstrate your knowledge and familiarity with the relevant jargon. Use the terms/concepts you have learned in class!!
- #8 – **Not Too Personal...** - Do not include too many personal details, tell personal stories, or go into your life story. Also, do not give your philosophy on life. Keep it professional.
- #9 – **Stand Out** – Avoid overly common sentiments (e.g., “I want to help people”) that sound cliché. Be more specific. The more you can have your statement stand out from others the better.
- #10 – **Write, Revise, Consult, Revise, Consult, Revise, Send** – All good writing requires multiple revisions. In addition to revising it yourself, you should consult with at least one (preferably several) professor(s). They will be able to provide suggestions that will undoubtedly improve your paper and help you avoid common mistakes. Do not just write it and send it.

## Possible Outline for Personal Statement

### Ψ First Paragraph

- + Capture the reader's attention; a good statement tells a story...Set the tone.
- + Provide an overview for the rest of the statement. (what are you going to talk about?)

### Ψ Address Your Fit

- + Express how going to graduate school (this particular program) is a natural step for you toward your career goals. Why do you need to go to graduate school?
- + Why are you good for this program, and why is the program good for you?
- + Be specific about the program. Have you researched other schools? Why is this school better for you than others? (specific coursework, opportunity to work with certain professors, etc.)

### Ψ Personal Qualities

- + What qualities do you possess that will make you successful in graduate school? (maturity, responsibility, dedication, intellectual curiosity, motivation, passion about the field, etc.)
- + You may relate a personal experience if it is not highly personal and is highly relevant
- + What made you decide on this particular area of psychology? (schools want to make sure you are dedicated, and that you are making an informed decision)
- + Address shortcomings in your application (low GREs or GPA) without making excuses

### Ψ Research Experience

- + What specific experiences have you had? (literature reviews, designing experiments, assembling research materials, running participants, analyzing data, writing, presenting, etc.)
- + Be sure to discuss these in a way that demonstrates your understanding of their purpose and relevance in the context of the big picture.
- + How did these experiences influence your thoughts about research?

### Ψ Other Experiences

- + This can be counseling/clinical/other applied experiences.
- + Any particularly influential experiences? (things that made you choose this field?)
- + What courses have you taken that relate to this program? What about them did you find interesting? (perfect time to discuss your thoughts on a relevant theory)

### Ψ Current Research Interests

- + What do you want to study? Do not be too specific or too general. Give a few topics that you would like to focus on in graduate school.
  - o These should match current interests of one or several faculty members in the program to which you are applying. Do not be afraid to explicitly mention how your interests fit their program and with whom you would like to work (for Ph.D. programs only).

### Ψ Career Goals

- + What do you want to do after graduate school?
- + How will this program help you fulfill your goals?
- + Make sure your career goals match the program. (If you are applying to a Ph.D./research focused school, you should state that you plan on doing research, if you are applying to a more applied/counseling oriented program, you should state that you plan on counseling)

# Creating a Curriculum Vita or a Resume

## What is a Curriculum Vita?

Ψ A curriculum vita (or just vita) is an academic resume of your accomplishments as they relate to coursework, research experience, and applied experience.

Ψ A typical vita will have the following sections:

- |                            |   |
|----------------------------|---|
| + Education                | + Relevant Coursework                         |
| + Research Experience      | + Publications                                |
| + Conference Presentations | + Clinical Experience                         |
| + Relevant Work Experience | + Organization Positions and Memberships Held |
| + Honors and Awards        | + References                                  |

Ψ An example vita appears at the end of the handbook in the “Additional Resources” section.

## How is a vita different than a resume?

Ψ A work resume is generally very short and may list your objective at the top (see more information below). In contrast, a curriculum vita should be as long as necessary (it could be several pages if you have lots of research and/or clinical experience).

## When should I start putting my vita together?

Ψ Now! It is a good idea to start a vita very early in your academic career. You should also get in the habit of updating the information on a regular basis (at least after each semester). This way you won't run the risk of forgetting things that should be on there. It sounds hard to believe, but by your senior year, you may not recall all of the activities you did as a research assistant your sophomore year.

Ψ When setting up your vita, in addition to filling in your accomplishments, it is also a good idea to put in all of the things you hope to accomplish in the next few years (perhaps highlighting them in yellow). This way you will have a “to-do” list that will help you reach your career goals.

## What should my resume look like?

Ψ Again, a resume is brief and concise (generally one page), as employers typically look at it for no more than a minute. It summarizes your skills, experience, and education. Here's some ideas to include to get you started:

- Basic Contact Information (First and last name, address, phone, e-mail, LinkedIn information)
- Core Competencies, Technical Competencies
- Education
- Professional Experience
- Licenses/Professional Accreditations
- Research Experience (including your thesis!)/Publications/Presentations
- Language Abilities
- Professional Organizations/Affiliations

## "I Got an Interview...Now What?"

**Ψ Celebrate!** – Getting an interview (over the phone, by skype or in person) means that you have made the initial “cut” and the program thinks you have a good chance of being a high quality graduate student. (**NOTE:** Interviews are not standard for all programs, but are most common for applied/counseling programs.)

**Ψ Gather Information** – Get to know the school, the program (i.e., the coursework and other requirements, are they accredited, etc.), the faculty, and most importantly, why you want to go there and why they should take you.

**Ψ Practice** – Try to anticipate the types of questions they will ask and prepare your answers (as applicable). Also, make sure that you have prepared many questions to ask your interviewers. You might have to meet with multiple people and you will want to have a question for each of them.

### **Ψ Possible Interview Questions**

- Tell me about yourself.
- What is your biggest strength/weakness?
- You have listed X on your resume. Tell me more about it.
- What is your reason for applying to this position/program?
- Where do you see yourself in 5, 10, 15 years?
- Why did you decide to become X? What interests you about this career/area of study?
- What can you offer that other candidates cannot?
- What are your plans if you are not accepted to a program?
- What concerns you about graduate school?
- Why do you want to go to graduate school?
- Tell me what you liked/did not like about your undergraduate program.
- How would your professor describe you?
- How do you know you are ready for graduate school?

# "I Didn't Get Accepted...Now What?"

(Portions of this section were adapted from *Handbook of Kennesaw State College Psychology Department Handbook* (Hill, 1992), *Career Development and Opportunities for Psychology Majors* (Ware, 1993), *Handbook of Marian College Psychology Department* (Appleby, 1995), *The Psychology Major: Career Options and Strategies for Success* (Landrum & Davis, 2000), and info.gradschools.com.)

## Things To Do to Keep You Motivated

### Ψ Employment

- + Seek employment, preferably related to psychology. If that is not possible, get additional experience (clinical and/or research) through volunteer work. Generally you need to show that you are inherently passionate about the field.
- + Save what money you can while working so the availability of financial aid will not determine if you are able to attend graduate school.

### Ψ Additional Coursework

- + Enroll in one or two graduate courses per semester that won't conflict with your work schedule and **commit yourself to making an "A"** in these courses. These graduate credits may be transferred toward a degree. The more experimentally oriented the course, the better (an "A" in graduate statistics will be quite valuable in convincing evaluation committees to ignore a "C" in undergraduate statistics).
- + At midterm, you may even try to be admitted into the graduate program where you are taking graduate courses (although you may still wish to transfer to another program later). However, to do this, **you must perform well in any graduate courses you attempt!**
- + If you cannot take graduate courses, repeat any relevant undergraduate courses in which you received a grade lower than "C".
- + Mention in future applications your revised GPA, as it will not be reflected on your original undergraduate transcript.

### Ψ Reapplying

- + Review those places to which you applied the 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.
- + Apply to a few new places. If you have really strengthened your vita, apply to schools with more difficult admission criteria.
- + You should update your vita, adding all of the things you have done to strengthen your case.
- + If your GRE scores were low, practice some more and retake them. Unfortunately, low scores can be a real barrier to gaining acceptance.

# Additional Resources

## Local Graduate Programs

(Portions of this section were adapted from Oram, F. A. (Eds.). (2006). *Peterson's graduate schools in the U.S. 2007*, (8th Ed). Canada: Thomson Peterson's.)

### New Jersey Programs:

<p><b>The College of New Jersey</b>            Graduate Admissions: 609-771-2300; <a href="mailto:graduate@tcnj.edu">graduate@tcnj.edu</a>            Website: <a href="http://www.tcnj.edu/">www.tcnj.edu/</a>  <b>Sample Programs:</b>            Clinical mental health counseling (M.A.)            Marriage, couple, and family counseling and therapy (M.A.)            Marriage and family counseling (Ed.S.)            School counseling (M.A.)</p>	<p><b>Kean University</b>            Graduate Admissions: 908-737-7100; <a href="mailto:grad-adm@kean.edu">grad-adm@kean.edu</a>            Website: <a href="http://www.kean.edu/">www.kean.edu/</a>  <b>Sample Programs:</b>            Forensic Psychology (M.A.)            Human behavior and organizational psychology (M.A.)            Marriage and family therapy (Professional Diploma)            Psychological services (M.A.)            School psychology (Professional Diploma) Combined school and clinical psychology (Psy.D.)</p>
<p><b>Caldwell University</b>            Graduate Admissions: 973-618-3544; <a href="mailto:graduate@caldwell.edu">graduate@caldwell.edu</a>            Website: <a href="http://www.caldwell.edu">www.caldwell.edu</a>  <b>Sample Programs:</b>            Applied behavior analysis (M.A., Ph.D.)            Counseling psychology (M.A.) with school counseling, mental health counseling, and mental health counseling/art therapy specializations</p>	<p><b>Monmouth University</b>            Graduate Admissions: 732-571-3452; <a href="mailto:gradadm@monmouth.edu">gradadm@monmouth.edu</a>            Website: <a href="http://www.monmouth.edu">www.monmouth.edu</a>            Applied Behavior Analysis/BCBA (Certificate program)            Clinical mental health counseling (M.S.) Public policy (M.A.)            Speech language pathology (M.S.Ed.)</p>
<p><b>Centenary University</b>            Graduate Admissions: 877-236-4723;  <a href="mailto:CentUAdmissions@centenaryuniversity.edu">CentUAdmissions@centenaryuniversity.edu</a>            Website: <a href="http://www.centenaryuniversity.edu/">www.centenaryuniversity.edu/</a>  <b>Sample Programs:</b>            Counseling (M.A.)            Clinical counseling (M.A.)            School counseling (M.A.)</p>	<p><b>Rowan University</b>            Graduate Admission: 856-256-4500 x3757  <a href="mailto:nunn@rowan.edu">nunn@rowan.edu</a> or <a href="mailto:globalacademic@rowan.edu">globalacademic@rowan.edu</a>            Website:  <a href="https://csm.rowan.edu/departments/psychology/graduate/index.html">https://csm.rowan.edu/departments/psychology/graduate/index.html</a>  <b>Sample Programs:</b>            Clinical Mental Health Counseling (MA)            School Psychology (MA)            Applied Behavior Analysis (MA)            Clinical Psychology (APA Accredited On Contingency) PhD)</p>
<p><b>Fairleigh Dickinson University, Florham Campus</b>            Graduate Admissions: 973-443-8905; <a href="mailto:grad@fd.edu">grad@fd.edu</a>            Website: <a href="http://www.fdu.edu/">www.fdu.edu/</a>  <b>Sample Programs:</b>            Clinical mental health counseling (M.A.)            Industrial/organizational psychology (M.A.)            Industrial-organizational - organizational behavior concentration (M.A.)</p>	<p><b>Seton Hall University</b>            Graduate Admissions: 973-275-2892; <a href="mailto:shugrad@shu.edu">shugrad@shu.edu</a>            Website: <a href="http://www.shu.edu/">www.shu.edu/</a>  <b>Sample Programs:</b>            Experimental psychology (M.S.)            Counseling psychology (Ph.D.)            Marriage and family therapy (M.S., Ed.S.)            Psychological studies (M.A.)            School psychology (MA)            School counseling (M.A.)</p>

<p><b>Fairleigh Dickinson University</b>, Metropolitan Campus  Graduate Admissions: 201-692-2554; <a href="mailto:grad@fdu.edu">grad@fdu.edu</a>  Website: <a href="http://www.fdu.edu/">www.fdu.edu/</a>  <b>Sample Programs:</b>  Clinical psychology (Ph.D.)  General-theoretical psychology (M.A.)  School psychology (M.A., Psy.D.)  Forensic psychology (M.A.)</p>	<p><b>Thomas Edison State College</b>  Graduate Admissions: 888-442-8372  Website: <a href="http://www.tesc.edu">www.tesc.edu</a>  <b>Sample Programs:</b>  Human resources management (M.S.)  Industrial-organizational psychology (graduate certificate)</p>
<p><b>Georgian Court University</b>  Graduate Admissions: 732-987-2770; <a href="mailto:gps@georgian.edu">gps@georgian.edu</a>  Website: <a href="http://www.georgian.edu/">www.georgian.edu/</a>  <b>Sample Programs:</b>  Applied behavior analysis (M.A.)  Clinical mental health counseling (M.A.)  School psychology (M.A.)</p>	<p><b>William Paterson University</b>  Graduate Admissions: 973-720- 3641; <a href="mailto:graduate@wpunj.edu">graduate@wpunj.edu</a>  Website: <a href="http://www.wpunj.edu/">http://www.wpunj.edu/</a>  <b>Sample Programs:</b>  Clinical and counseling psychology (M.A.) Professional counseling – mental health (M.Ed.) Professional counseling – school counseling (M.Ed.)</p>
<p><b>Montclair State University</b>  Graduate Admissions: 973-655-5147;  <a href="mailto:graduate.school@montclair.edu">graduate.school@montclair.edu</a>  Website: <a href="http://www.montclair.edu">www.montclair.edu</a>  <b>Sample Programs:</b>  Psychology (M.A.)  Clinical psychology (M.A.): child/adolescent, clinical forensic psychology concentrations  Counseling (M.A.): addiction, clinical mental health, school, student affairs/higher education concentrations  Educational leadership (M.A.)  Speech-Language Pathology (M.A.)  Industrial and Organizational Psychology (M.A.)</p>	<p><b>New Jersey City University</b>  Graduate Admissions: 201-200-3409;  <a href="mailto:grad_dept@njcu.edu">grad_dept@njcu.edu</a> Website: <a href="http://www.njcu.edu/">www.njcu.edu/</a>  <b>Sample Programs:</b> Counseling (M.A.) Educational psychology (M.A.)</p>
<p><b>Rutgers, the State University of New Jersey</b>, New Brunswick Campus  Graduate Admissions: 848-932-7711  Website: <a href="http://www.rutgers.edu">www.rutgers.edu</a>  <b>Sample Programs:</b>  Psychology (Ph.D.)  Applied Behavior Analysis (M.S.)  Applied Psychology (MS.)  Behavioral &amp; systems neuroscience (Ph.D.)  Clinical psychology (Ph.D.)  Cognitive psychology (Ph.D.)  Social psychology (Ph.D.)  School counseling and counseling psychology (M.A.Ed.)  <b>Graduate School of Applied and Professional Psychology</b>  Clinical psychology (Psy.D.) School psychology (Psy.D.)</p>	



## New York Programs:

<p><b>Columbia University</b>  Graduate Admissions (Graduate School of Arts and Sciences): 212-854-6729; <a href="mailto:gsas-admissions@columbia.edu">gsas-admissions@columbia.edu</a>  Website: <a href="http://www.columbia.edu">www.columbia.edu</a>  <b>Sample Programs:</b>  Quantitative Methods in the Social Sciences (M.A.)  Statistics (M.A.)</p>	<p><b>Teachers College Columbia University</b>  Graduate Admissions: 212-678-3710;  <a href="mailto:tcinfo@tc.columbia.edu">tcinfo@tc.columbia.edu</a>  Website: <a href="http://www.tc.columbia.edu/">www.tc.columbia.edu/</a>  <b>Sample Programs:</b>  Clinical psychology (M.A., Ph.D.)  Developmental psychology (M.A., Ph.D.)  Counseling psychology (Ed.M., Ph.D.)  Social organizational psychology (M.A., Ph.D.)  School psychology (Ed.M., Ph.D.)  Applied statistics (M.S.)</p>
<p><b>Cornell University</b>  Graduate Admissions: 607-255-5820;  <a href="mailto:gradadmissions@cornell.edu">gradadmissions@cornell.edu</a>  Website: <a href="http://www.cornell.edu/">www.cornell.edu/</a>  <b>Sample Programs:</b>  Psychology (Ph.D.) Concentrations: behavioral and evolutionary neuroscience, perception, cognition and development, social and personality psychology</p>	<p><b>New York University</b>  Graduate Admissions: 212-992-4723;  <a href="mailto:gradadmissions@nyu.edu">gradadmissions@nyu.edu</a>  Website: <a href="http://www.nyu.edu/">www.nyu.edu/</a>  <b>Sample Programs:</b>  Cognition and perception (Ph.D.)  Social/personality (Ph.D.)  General psychology (M.A.)  Industrial and organizational psychology (M.A.)</p>
<p><b>Fordham University</b>  Graduate Admissions: 718-817-4416; <a href="mailto:fuga@fordham.edu">fuga@fordham.edu</a>  Website: <a href="http://www.fordham.edu/">www.fordham.edu/</a>  <b>Sample Programs:</b>  Applied developmental psychology (Ph.D.)  Clinical psychology (Ph.D.)  Psychometrics and quantitative psychology (Ph.D.)  Applied psychological methods (M.S.)</p>	<p><b>Pace University</b>  Graduate Admissions: 212-346-1531;  <a href="mailto:graduateadmission@pace.edu">graduateadmission@pace.edu</a>  Website: <a href="http://www.pace.edu/">www.pace.edu/</a>  <b>Sample Programs:</b>  Forensic science (M.S.)  Psychology (M.A.)  School psychology (M.S.Ed.)  Bilingual school psychology (M.S.Ed.)  Counseling (M.S.)  Mental health counseling (M.S.)</p>
<p><b>Hofstra University</b>  Graduate Admissions: 516-463-4723;  <a href="mailto:graduateadmission@hofstra.edu">graduateadmission@hofstra.edu</a>  Website: <a href="http://www.hofstra.edu/">www.hofstra.edu/</a>  <b>Sample Programs:</b>  Applied organizational psychology (Ph.D.)  Clinical psychology (Ph.D.)  School community psychology (Psy.D.)  Counseling (M.S.Ed.)</p>	<p><b>Hunter College of the City University of New York</b>  Graduate Admissions: 212-396-6049;  <a href="mailto:gradadmissions@hunter.cuny.edu">gradadmissions@hunter.cuny.edu</a>  Website: <a href="http://www.hunter.cuny.edu/">www.hunter.cuny.edu/</a>  <b>Sample Programs:</b>  Psychology (M.A.)  Animal behavior &amp; conservation (M.A.)</p>

## Pennsylvania Programs:

<p><b>Chestnut Hill College</b>  Graduate Admissions: 215-248-7170;  <a href="mailto:gradadmissions@chc.edu">gradadmissions@chc.edu</a>  Website: <a href="http://www.chc.edu/">http://www.chc.edu/</a>  <b>Sample Programs:</b>  Clinical psychology (Psy.D.) – optional concentrations in psychological assessment or couple and family therapy  Clinical and counseling psychology (M.S.)  Administration of human services (M.S.)</p>	<p><b>Temple University</b>  Graduate Admissions: 215-204-1380; <a href="mailto:grad@temple.edu">grad@temple.edu</a>  Website: <a href="http://www.temple.edu">www.temple.edu</a>  <b>Sample Programs:</b>  Applied Behavior  Analysis/Education (MSEd)  Brain and cognitive sciences (Ph.D.)  Clinical psychology (Ph.D.)  Developmental psychology (Ph.D.)  Social psychology (Ph.D.)</p>
<p><b>La Salle University</b>  Graduate Admissions: 215-951-1100; <a href="mailto:grad@lasalle.edu">grad@lasalle.edu</a>  Website: <a href="http://www.lasalle.edu">www.lasalle.edu</a>  <b>Sample Programs:</b>  Industrial/organizational psychology (M.A.)  Professional clinical counseling (M.A.)  Marriage and family therapy (M.A.)  Clinical psychology (Psy.D.)</p>	<p><b>University of Pennsylvania</b>  Graduate Program: 215- 898-7300; <a href="mailto:web@psych.upenn.edu">web@psych.upenn.edu</a>  Website: <a href="http://www.upenn.edu/">www.upenn.edu/</a>  <b>Sample Programs:</b>  Clinical psychology (Ph.D.)  Counseling and Mental Health Services (M.S.Ed.)  Quantitative Methods (Ph.D.)</p>
<p><b>Lehigh University</b>  Graduate Admissions: 610-758-4280; <a href="mailto:inpsy@lehigh.edu">inpsy@lehigh.edu</a>  Website: <a href="http://www.lehigh.edu/">www.lehigh.edu/</a>  <b>Sample Programs:</b>  Counseling and Human Services (M.Ed.)  Psychology (M.S., Ph.D.), focus on human cognition and development</p>	<p><b>Widener University</b>  Graduate Admissions: 610-499-4129;  <a href="mailto:gradprograms@widener.edu">gradprograms@widener.edu</a>  Website: <a href="http://www.widener.edu/">http://www.widener.edu/</a>  <b>Sample Programs:</b>  Clinical psychology (Psy.D.)  Certificates: biofeedback, neuropsychology, and school psychology tracks</p>
<p><b>Marywood University</b>  Graduate Admissions: 570-340-6002;  <a href="mailto:GoGrad@marywood.edu">GoGrad@marywood.edu</a>  Website: <a href="http://www.marywood.edu/">www.marywood.edu/</a>  <b>Sample Programs:</b>  Clinical Psychology (Psy.D.)  Psychology - general/theoretical and clinical services tracks (M.A.)  Art therapy (M.A.)  Speech-language pathology (M.S.)  Mental Health Counseling (M.A.)  School Psychology (Ed.S.)  School Counseling (M.S.)</p>	<p><b>Drexel University</b>  Graduate Admission: 215-895-6117;  <a href="mailto:jla359@drexel.edu">jla359@drexel.edu</a>  Website:  <a href="https://drexel.edu/soe/academics/graduate/applied-behavior-analysis/">https://drexel.edu/soe/academics/graduate/applied-behavior-analysis/</a>  <b>Sample Programs:</b>  Applied Behavior Analysis (ABA) (MA)</p>

\* Please note that while we provide a list of local graduate schools, it is in your best interest (especially for doctoral programs) to look for the best program you can get into without worrying too much about where it is located. This is less true for Master's programs, but the quality of the program matters above all else. You always want to go to the best school and program you can get into and where you will be happy! Please keep in mind that the list of programs you see here is not exhaustive. You should use this only as a starting point and should follow-up with APA's Graduate Study in Psychology.

\*\*It takes a lot of time and effort to apply to graduate school, so you want to be sure to put your energy into the right applications. Summer is a great time to research and create a list of schools for yourself and determine the application requirements and deadlines for each school. The overall goal for you and the program is to find the best match. You want the program that fits your needs and career goals. The program wants invested and enthusiastic students in their program.\*\*

## What do you want to do? (from Professional Development Series for PY Majors)

- You should only attend graduate school if it is beneficial for your ultimate career goals. If you not sure if the career you want involves graduate school, refer to [O\\*Net OnLine](#). It provides a wealth of information about hundreds of job, including the educational requirements.
- Once you have identified a career, you need to find the programs that will help you in that goal. The same basic education can have various program names. You want to be sure that the specific programs you are looking at will indeed prepare you for your career (e.g., the program offers a degree, but does not lead to licensure). If it is not apparent from their website, give the program a call.
- If you are not sure of your career goals, graduate school should not be the fall back option. You do not want to waste time, and especially money, to find out you do not like what you are doing or do not want the resulting career! Internships are a great way to try out a potential career if you are unsure. You can also make an appointment with [Career Services](#).

**What you should learn:** Before you begin a graduate application, you should know the following about *each* program.

### 1. Program Philosophy

Some graduate programs emphasize theory and basic research. Others emphasize application, conducting and applying research findings to solve problems and influence policy. Know the difference because if your interests do not match the program, you will be rejected, or if you do get in, miserable.

### 2. Curriculum and Coursework

Most graduate programs list the overall curriculum and offered courses on their websites. Do the classes look interesting? Do the course requirements look like they will fit your training needs? If the answer is yes, this program might be a good fit for you.

### 3. Capstone Requirement

Doctoral programs require dissertations for graduation. Some master's programs require a thesis and others require field experiences. The nature of requirements like these can vary greatly, so find out what they are and if it matches the experience you hope to gain in graduate school.

### 4. Accreditation

Is the program accredited by the relevant governing bodies? The major disciplinary body in the field will accredit quality programs. This can have a huge impact on your career goals. Graduates of unaccredited programs may find it difficult to find jobs or internships. It may also affect certification and licensure if the field requires it. This is a very important step in determining whether to apply to a graduate program.

### 5. Application Requirements and Deadlines

While there is overlap, each school has its own application requirements and deadlines for application. The deadlines for doctorate programs tend to start in the fall (October-January) while master's programs tend to be in the spring (January-March). Expect all applications to require the completion of an application, a personal statement, a CV or resume, and 2-3 letters of recommendation. You may also be required to submit GRE scores (general and subject-based) or other standardized testing results, which you should schedule at least 6 weeks before application deadlines. Be sure to put the deadlines and requirements into a spreadsheet, so you are organized when you start applying.

### 6. What are the qualifications for acceptance?

Find out how selective the program is, so you know what your chances of acceptance are. Along with acceptance rates, it is also very important to know the minimum qualifications for acceptance in a program. If you lack the GRE scores, GPA, internship experiences, or volunteer hours required, your application will be turned down before they read the letters of recommendation and personal statement. You do not want to waste your time or money on these programs. For information about minimum qualifications and more (e.g., accreditation, acceptance rates, financial aid) refer to Graduate Study in Psychology, 2017 (<http://www.apa.org/pubs/books/4270101.aspx>), a book published annually by the APA. Remember that the average qualifications of the incoming class might be much higher than the minimum requirements of acceptance.

**Should you take a year off?**

Some students worry that if they take a year off, they will never go back to graduate school. This is not a bad thing. If after a year you are still not sure about your career goals or motivated to go back to school, you probably should not apply to graduate school. If you are certain about your professional goals and are excited about graduate school, then attend right after graduation. There is no need to wait. If you do decide to wait a year, be sure you are doing something during that year that will strengthen your application for graduate school or help you decide on your career path. If you have a low GPA, register for one graduate class to see how it goes. If your GRE scores are low, spend a year preparing for them. Get more volunteer or internship experience to add to your resume or help you decide on a career.

If you have any questions about selecting a graduate school, please contact your department mentor/advisor.

**Education**

- |             |   |                     |
|-------------|---|---------------------|
| 1995 – 1999 | Name of University  | University Location |
| •           | B.A. Psychology, Cum Laude  |                     |
|             | Senior Thesis Title: <i>An Extremely Interesting and Well Done Study on My Favorite Topic</i> |                     |
| •           | GPA in Major: 3.44; GPA last 2 years: 3.75; Overall GPA: 3.30;                                |                     |
| •           | Dean’s List: Sophomore, Junior, and Senior Year   |                     |

**Relevant Course Work**

- |                                      |                               |
|--------------------------------------|-------------------------------|
| • Research Methods                   | • Theories of Personality     |
| • Experimental Methods in Psychology | • Abnormal Psychology         |
| • Statistics                         | • Social Psychology           |
| • Child Psychology                   | • Introduction to Social Work |
| • Senior Seminar                     | • Senior Thesis and Lab       |

**Research Experience**

- |  |                          |
|--|--------------------------|
| Senior Thesis,   | Supervisor: Dr. D. Baker |
| • “ <i>An Extremely Interesting and Well Done Study on My Favorite Topic</i> ”                         |                          |
| • Responsible for all aspects of the study. My responsibilities included: ( <i>list EVERYTHING!!</i> ) |                          |
| Research Assistant, 9/94 – 5/96,   | Supervisor: Dr. E. Smith |
| • Assisted Dr. Smith with her ongoing research on ???.   |                          |
| • My responsibilities included: ( <i>list EVERYTHING!!</i> )   |                          |

**Publications** (*use APA style citations*)

Last-Name, F. (2003). Title of your paper. *Journal of Undergraduate Research*, 3, 189-199.

**Conference Presentations** (*use APA style citations*)

Last-Name, F. (2004, February). *Title should be in italics*. Paper presented at the Fifth Annual Meeting of the Society of Personality and Social Psychology, Austin, TX.

Last-Name, F. (2003, March). *Title should be in italics*. Poster presented at the 78th Annual Eastern Psychological Association Conference, Baltimore, MD, USA.

**Clinical Experience**

Job Title, Date Started – Date Ended, Name of Placement, City, State.	Supervisor: First/Last Name
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- List your responsibilities in a bulleted list.

Hospital Program Volunteer, 1/99 – 5/99, Philhaven Behavioral Healthcare Services, Lincroft, NJ.	Supervisor: Matt Roberts
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- Helping clients in group therapy intervention who suffer from depression or anxiety
- Reviewing case histories of clients and observing psychiatric evaluations of individual clients as led by a psychologist
- Listening to clients empathetically and working with them individually on problem solving techniques

## Relevant Work Experience

**(NOTE: These are only things related to Psychology and/or academics. You can omit this section if you have none.)**

Alternate Advisor, 5/98 – 5/99,

Supervisor: Mike Fisher

Community Services Group, Mountville, NJ

- Helping to foster independent living skills in clients with mental disabilities who live in a community residential program
- Working with clients to implement behavioral management and skill training programs
- Assisting in regular supervision of the program
- Updating and completing clinical and facility paper work

## Organization Positions and Memberships Held

Psychology Club Vice President, 9/98 – 5/99,

Supervisor: Fred Irvin

Monmouth University, Monmouth, NJ

- List activities you were involved with, ideas you contributed, responsibilities etc.

Psychology Club Secretary, 9/97 – 5/98,

Supervisor: Fred Irvin

Monmouth University, Monmouth, NJ

- List activities you were involved with, ideas you contributed, responsibilities etc.

Community Services Club Member, 5/95 – 5/96,

Supervisor: Alan Randall

Monmouth University, Monmouth, NJ

- List activities you were involved with, ideas you contributed, responsibilities etc.

## Honors and Awards

2008	Outstanding Senior in Psychology Award, Received
2007	Inducted Phi Eta Sigma National Honor Society
2007	Inducted Psi Chi, The International Honor Society in Psychology
2007	Outstanding Junior in Psychology Award
2007	Presidential Scholarship Monmouth University

## References

- Name, Title, Location, Contact Info (Phone Number, Email) Letter Writer One
  - Name, Title, Location, Contact Info (Phone Number, Email) Letter Writer Two
  - Name, Title, Location, Contact Info (Phone Number, Email) Letter Writer Three
- {**NOTE: Be sure that you have contacted each reference/ letter writer prior to including them here.**}

# Online Resources

## Careers in Psychology

### Ψ Employment With a Bachelor's Degree in Psychology

- <http://www.psichi.org/?page=052EyeWin01eAubrecht#.VXc9xMI.bKmQ>
- <http://www.apa.org/gradpsych/features/2009/first-job.aspx>

### Ψ Guide to Careers in Helping Professions

- <http://teachpsych.org/resources/Documents/otrp/resources/himelein99.pdf>

### Ψ Specific Specializations

- Behavior Analysis/Applied Behavior Analysis
  - <https://www.abainternational.org/>
  - <https://www.apa.org/about/division/div25>
- Animal Behavior & Human-Animal Interactions
  - <https://www.animalbehaviorsociety.org/>
  - <https://www.apa-hai.org/>
- Forensic Psychology
  - <http://abfp.com/>
- Industrial-Organizational Psychology
  - <http://www.socialpsychology.org/io.htm>
- School Psychology
  - <http://www.nasponline.org/>
- Social Psychology
  - <http://www.socialpsychology.org/>

### Ψ Related Professions

- Counseling
  - <http://www.counseling.org/AM/Template.cfm?Section=Home>
  - <http://www.nbcc.org>
- Psychiatry
  - <http://www.psych.org/>
- Social Work
  - <http://www.naswdc.org/>

### Ψ US Department of Labor Career Information

- <http://www.bls.gov/ooh/>

### Ψ Graduate School

- Graduate School Directory
  - <http://www.gradschools.com/>
- APA - Guide to Getting In
  - <http://www.apa.org/ed/getin.html>
- Importance of Research Experience for Grad School Admission
  - <http://www.varsitytutors.com/blog/research+grad+school>

### Ψ Research Resources

- National Science Foundation
  - [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5517&from=fund](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5517&from=fund)

### Ψ Miscellaneous

- Information on State Licensing Requirements
  - <http://www.asppb.org/>

### Ψ Helpful Books:

- <http://www.apa.org/pubs/books/4313012.aspx>
- <http://www.apa.org/pubs/books/4270101.aspx>