

Monmouth University
Student Handbook
For the Psychology Major

MONMOUTH
UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

15th Edition

(Updated Summer 2017)

Table of Contents

Section	Page
Introduction	4
Faculty	5
Full Time	
Part Time	
Academic Mentoring	9
What Courses Do I Need To Take?	9
Getting to Know Your Mentor/Advisor: 5 Tips For Success	10
Recommended Courses For Various Educational Goals	11
Registering For Classes: Questions And Answers	15
9 Tips For Creating Your Schedule	19
What Courses Should I Take And When?	19
What Other Activities Should I Be Doing?	20
When Should I Be Doing These Other Activities? (Suggested Timeline)	21
The Importance of LinkedIn	22
Getting Involved	23
Psychology Club: Questions And Answers	23
Psi Chi: Questions And Answers	24
Going Places: Attending Research Conferences	25
Research With Faculty: Things To Know	26
Volunteering: Questions And Answers	26
Experiential Education	26
Studying Abroad: Things To Know	27
Careers in Psychology	27
What Is A Psychologist?	27
Specific Concentrations In Psychology: Things To Know	27
What's The Difference Between Counseling And Clinical Psychology?	28
Other Types of Psychologists	28
What Can I Do With A Bachelor's Degree?	34
How Much Money Might I Make In Various Careers?	35

Table of Contents Continued

Section	Page
Graduate Study in Psychology	36
Deciding If Graduate School Is Right For You...	36
Master's, Psy.D., Ph.D.: What Does It All Mean?	37
The Difference Between a Licensed Professional Counselor and a Licensed Psychologist	37
Myths About Pursuing a Master's Degree in Psychology	38
Reasons for Pursuing a Master's Before (or In Place of) a Psy.D./Ph.D.	38
The Ph.D. and the Psy.D.	39
The Ph.D. and Psy.D. in Clinical/Counseling Psychology	40
10 Things You Need To Get Into Graduate School	41
Graduate Record Exam (GRE)	42
Graduate School Application Materials	44
What Are Admission Committees Looking For?	44
Letters of Recommendation	44
Writing Your Personal Statement	46
Creating a Curriculum Vita or a Resume	48
"I Got an Interview...Now What?"	48
"I Didn't Get Accepted...Now What?"	49
Additional Resources	50
Course Catalog – Psychology	50
Local Graduate Programs	55
Curriculum Vita Example	61
Online Resources	63

Introduction

If 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, Coppola, Demarest, Dinella, Goodwin, Hatchard, Holmes,
Lewandowski, Mehrkam, Nye, Stapley, Strohmets, and Van Volkom

This handbook, now in its 15th 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: <http://www.monmouth.edu/academics/psychology/faculty/default.asp>. Also please check Web Advisor for the most up to date information regarding courses and office hours.

FULL TIME FACULTY

NATALIE CIAROCCO: Associate Professor. Ph.D., Case Western Reserve University. Research interests are in the field of social psychology and currently researches one's capacity for self-control. Based on the idea that self-control is a limited, central resource, the implications of self-control in interpersonal relationships are being explored. This research examines the role of self-regulation in ostracism, self-presentation, rejection, and infidelity. She also does scholarship on teaching and learning, with a particular emphasis on the best practices for teaching research methods and the recognition and assessment of employable skills in the undergraduate psychology major.

Department Advising Coordinator (DAC)

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KRISTEN M. COPPOLA: Instructor. Ph.D., Kent State University. Specialization in cognitive psychology and certificate in gerontology. Research interests are in the areas of health and cognition with a focus on end-of-life decision-making, including accuracy of surrogate decision-making, deliberate ignorance for health information, use of heuristics in decision-making, and memory for health-related information. In addition, current research explores outcomes of service learning in terms of academic enhancement, and personal and civic growth.

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JACK DEMAREST: Professor. Ph.D., State University of New York at Stony Brook. Primary fields of interest are animal behavior, behavioral ecology, and evolutionary psychology, especially mating strategies. Current research focuses on sexual strategies in animal and human populations on topics that include male-male aggression and its impact on mate choice by females in wild type and domestic *Beta splendens*, sex differences in short and long term mating preferences in humans across the lifespan, jealousy, mate retention tactics, and parental investment strategies. Teaching and research interests also include feminist theory and sex role stereotyping, especially as it relates to male roles.

Tenure/Promotion Committee Chair

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LISA M. DINELLA: Associate Professor. Ph.D., Arizona State University. She studies the relations between gender identity, children's toys, media, academic achievement, and career development. Her research laboratory is the Gender Development Laboratory, where she and her undergraduate research assistants study the social and interpersonal factors that influence individuals' gender development--and how these factors in turn impact academic and career pursuits. She also studies young adulthood, investigating factors that are linked to young adults' academic and career paths. Her research has led her to create partnerships with school stakeholders in settings ranging from preschools to universities.

Alumni Liaison

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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 assault. Additional interest in the psychological and sociocultural aspects of internet fandom.

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CHRISTINE HATCHARD: Assistant Professor. Psy.D., Chestnut Hill College. Licensed clinical 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.

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ROBYN M. HOLMES: Professor. Ph.D., Rutgers University. Special area of interest is play. Teaching and research interests are interdisciplinary and cross-cultural in scope. Topics of interest include the connection between play and culture, children's folklore, play, language, and creativity, recess, and board game play. Recent research focuses upon the Pacific Rim, play in adulthood, and community based initiatives on play and literacy using ethnographic and mixed methods approaches.

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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 close romantic relationships involving such topics as relationship initiation, interpersonal attraction, love, relationship maintenance, infidelity, and relationship dissolution. Specifically, research focuses on how entering, maintaining, and losing romantic relationships influences the self.

Department Chair

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LINDSAY MEHRKAM: Assistant Professor. Ph.D., University of Florida. Doctoral-level Board Certified Behavior Analyst. Primary areas of interest include animal behavior, applied behavior analysis, and human-animal interactions with an emphasis on how the environment influences play, aggression, and stereotypic behavior in companion and exotic animals, how to promote behavioral choices and welfare of captive animals, and how to best evaluate training and enrichment practices in zoos, aquariums, wildlife sanctuaries, and animal shelters. Also includes assessment of human-animal interactions in therapeutic applications and in broader society.

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JUDITH L. NYE: Associate Vice Provost For Academic Foundations - General Education/Associate Professor. Ph.D., Virginia Commonwealth University. Specialization is in the area of experimental social psychology with particular interests in social cognition, group process, and leadership. Also active in scholarship associated with student engagement and success in college.

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JANICE C. STAPLEY: Associate Professor. Ph.D., Rutgers University. Special areas of interest are developmental psychology and emotion. Research program is focused on gender differences in normal and pathological emotion and emotional development during adolescence and emerging adulthood. Other areas of expertise include mixed-methods research and qualitative research and the application of developmental psychology to Industrial Organizational psychology and Human Resources, and college adjustment and academic advising.

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DAVID B. STROHMETZ: Professor. Ph.D., Temple University. Specialization in social/organizational psychology with an emphasis on methodological and quantitative issues. Current areas of interest include social influences on tipping behavior, self-expansion and organizational satisfaction, and methodological problems associated with the use of humans as research participants.

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MICHELE VAN VOLKOM: Lecturer. Ph.D., State University of New York at Albany. Specialization in social psychology with an emphasis on family relationships, gender development, and health issues. Current areas of interest include birth order and sibling relationships in emerging adulthood.

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PART TIME FACULTY

ANDREEA DILORENZO: Adjunct Professor. M.S., CUNY Baruch. Teaches Introduction to Psychology, Child Psychology, Positive Psychology, and Emotional Intelligence in Children. Background consists of psychometric assessment of children and working with adolescents with a clinical and/or personality diagnosis.
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DOROTHY ELLISON: Adjunct Professor. M.A., P.D., NCSP, Fordham University. Teaches Introduction to Psychology. 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 is also a school psychologist providing services in an urban, public school district.
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LAUREN GASHLIN: Adjunct Professor. Psy.D., Chestnut Hill College. Teaches Introduction to Psychology, Abnormal Psychology. Research interests include psychological assessment, clinical health psychology, chronic pain, pregnancy and postpartum adjustment, women's issues, primary care psychology, attachment, and mindfulness.
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TARA M. LALLY: Adjunct Professor. Ph.D., Temple University. Teaches Theories of Personality, Adolescent Psychology, Prison Psychology. Currently in private practice and working as a psychologist in a residential community program for adolescents involved in the juvenile justice system. Primary areas of interest include at-risk adolescents, the interface of risk, resiliency, and recidivism for released offenders, and the impact of familial incarceration upon problem behavior across generations.
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MICHAEL PIRROTTA: Adjunct Professor. M.S., Florida State University. Teaches Introduction to Psychology, Social Psychology. 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. Teaches Introduction to Psychology, Abnormal Psychology.
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FACULTY EMERITUS

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★ **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)
2. **ONE** course from the following list:
 - PY301 Psychology of Learning
 - PY302 Memory & Cognition
 - PY350 Evolutionary Psychology
 - PY370 Sensation & Perception
 - PY404 Animal Behavior
 - PY406 Introduction to Neurosciences

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**

44 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://www.monmouth.edu/registrar/UG_curriculum_charts/17.18.UG.curriculum.charts.aspx

Psychology Major Sequence Chart:

★ <https://www.monmouth.edu/university/undergraduate-sequence-charts-2017-2018.aspx>

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 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
- Criminal Justice
- Gender Studies
- Health Studies
- Information Technology
- Public Policy
- Social Services
- Spanish
- Business
- Statistics

→ 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/university/certificate-curriculum-charts-2017-2018.aspx> 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, and physical therapy).

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 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”.

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 401 Introduction to Clinical Psychology

Ψ PY 305 Theories of Personality

Ψ PY 406 Introduction to Neurosciences (those interested in Clinical Psychology)

Ψ PY/AN 408 Cultural Psychology

Ψ PY 321 Qualitative Research Methods

Ψ SW 105 Introduction to Social Work

Ψ PY 431 Psychological Tests and Measurements

Ψ PY 322 Industrial/Organizational Psychology (those interested in Clinical 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

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/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 BM 250 Principles of Management and Organizational Behavior
- Ψ BM 4** Any relevant upper-level Business Management course
- Ψ Strengthen your clinical/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 CO 120 Interpersonal Communication

Registering For Classes: Questions And Answers

Q: What is Web Advisor?

A: Go to: <https://webadvisor.monmouth.edu>. 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. Information that you can obtain right now includes:

Academic Audit	Course Prerequisite Worksheet
Student Schedule	WEB Registration Approvals/Blocks
Grade Point Average (GPA)	Program Request Cards (Online Forms)
Final Examination Schedule	Grades (midterm and final)
Financial Information	eForms
Registering	FERPA forms

Q: What if I've forgotten my Web Advisor 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 Web Advisor. 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 Web Advisor. Please watch your student email account for the latest information from the registrar and check out the tutorial here so you are ready! <http://www.monmouth.edu/uploadedFiles/Content/University/academics/registration-and-records/WEBreg%20Tools%20Fall%202013.pdf>

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 Web Advisor. 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 Web Advisor, 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 Web Advisor several weeks prior to registration (typically in late February/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 in the process, but the ultimate responsibility for selecting and monitoring your courses falls upon you.

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, Web Advisor 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, keep in mind that placing yourself on a waitlist **does not** guarantee that you will get that course, so plan accordingly. It is 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. Gary Lewandowski, glewando@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:

Registrar	571-3477	registrar@monmouth.edu
Bursar (billing)	571-3454	bursar@monmouth.edu
Financial Aid	571-3463	fnaid@monmouth.edu
Psychology	(contact your mentor/advisor 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 do, however, strongly advise that you take BY 104 – 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 that you need to complete via eForms in Web Advisor. 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 you 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 128 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 Should I Be Doing?

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 Co-Advisors, Dr. David Strohmets (dstrohme@monmouth.edu) and Dr. Lindsay Mehrkam (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 the Chapter Advisor, Dr. David Strohmets (dstrohme@monmouth.edu).

Ψ Research

If you are ambitious and/or going to graduate school, start your sophomore year. 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), 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 whenever you can find the time.

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 1st, December 15th, January 1st, and January 15th. Master's programs are typically later (February, March, or sometimes on a rolling basis). You should request letters of recommendation from professors by November 1st.

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	

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

The Importance Of LinkedIn

As time goes on, paper resumes will become less important. In their place, employers will ask for 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 basically Facebook 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>

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 as well!

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 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

Co-Advisors: Dr. David Strohmetz (dstrohme@monmouth.edu) and Dr. Lindsay Mehrkam (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).
- ★ 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.
- ★ Psychology Club creates fun t-shirts to help raise funds for the various activities such as bowling or movie nights.
- ★ 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. David Strohmetz (dstrohme@monmouth.edu)

What is Psi Chi?

A: Psi Chi, the International Honor Society in Psychology (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. Strohmetz, 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

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.wikispaces.com/>
- * Dr. Goodwin (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).
- * If you are interested in community based experiences, please contact Dr. Holmes (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>

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

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

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. More recently, 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

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.

Engineering Psychologists

DUTIES: Engineering Psychologists research the interface of humans with machinery. Formerly known as human factors researchers, engineering psychologists focus on making computer programs easy for people to use and navigate, in addition to addressing how machine design creates strain on the user.

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.

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: A research-oriented doctoral degree is usually needed for advancement and mobility in experimental psychology. The education of experimental psychologists includes coursework in research design and methodology, statistical analysis and quantitative methods, and broad-based exposure to the major content areas in psychology, especially those related to the individual psychologist's areas of research interest.

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.

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.

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. While 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. The two most current estimates found that in 1999, the average starting salary for those with a bachelor's degree in psychology was \$20,600; in 2001 the average climbed to \$30,338. Although, such 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?

Portions of this section were adapted from the American Psychological Association's (APA) 2003 Preliminary Salary Report.

Type of Job	Brief Description	Median Salary
Faculty	Primarily involved in university settings of four or two year colleges. (Psychology Department)	Ph.D.: 62,000 Masters: 43,000
Research Positions	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.	Ph.D.: 78,000 Masters: 61,000
Direct Human Services – Clinical or Counseling Licensed	Clinically licensed psychologists are involved in direct delivery of health and mental health services to clients.	Ph.D.: Clinical- 75,000 Counseling- 65,000 Masters: Clinical- 49,000 Counseling- 47,500
Direct Human Services- School Licensed	School psychologists are employed in elementary and secondary schools, school system district offices, or other educational settings.	Ph.D.: 78,000 Masters: 72,500
Other Sub fields (Licensed)	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.	Ph.D.: 75,500 Masters: 48,000
Administration of Health Services	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.	Ph.D.: 75,000 Masters: 56,500
Applied Psychology- Industrial/Organizational	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.	Ph.D.: 105,000 Masters: 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. While 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

Class Style:	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.
Thesis:	Yes, if research-based. Unlikely if in counseling or an applied area.
Length:	About 2-3 years to complete.
Cost:	Tuition is typically paid for by the student.
General Info:	<ul style="list-style-type: none">★ People with a Master's degree can work in industry, group counseling practices, clinics, programs for drug abusers, battered wives, psychiatric patients, etc.★ 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.★ 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).★ Be sure the program is accredited.
Programs:	Applied (Counseling), Research Methodology/Quantitative General Psychology (Ph.D. Prep) Masters of Social Work (MSW), Industrial/Organizational

The Difference Between a Licensed Professional Counselor and 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

- Class Style:** Very difficult admission standards. 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.
- Thesis:** Most programs require the completion of a thesis and/or a comprehensive exam.
- Length:** Takes about 4-6 years to complete.
- Cost:** Many Ph.D. programs will assist you with paying for school through tuition remission and/or assistantships (for which you receive a nominal stipend)
- General Info:**
- ★ These generally have an orientation toward conducting research (working on own research, knowledge of statistics, etc.)
 - ★ Basically getting your Ph.D. is a full-time (50-60+ hours a week) job.
 - ★ It is nearly impossible to hold down another job while in training for your degree. However, schools may *pay you* 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.
 - ★ 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.

Psy.D.- Doctor of Psychology

- Class Style:** 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.
- Thesis:** Most programs require the completion of a thesis, clinical competency exams, and a comprehensive (content) exam.
- Length:** 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.
- Cost:** 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

- ★ Doctor of Psychology
- ★ Newer model of training; # of programs have increased
- ★ More practice-oriented than research-oriented in training
- ★ Graduate programs hiring faculty that focus on training clinicians value the Psy.D.
- ★ Tends to be misunderstood by research psychologists
- ★ 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.

Ph.D. in Clinical/Counseling

- ★ Doctor of Philosophy
- ★ Older model of training; # of programs have decreased
- ★ More research-oriented than practice-oriented in training
- ★ *Preferred* credential when seeking a faculty position in research-oriented departments
- ★ More respected by other research psychologists

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 while 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: <https://www.kaptest.com/gre/free-resources/instant-practice/gre-practice-test-review>
 - PSYCHOLOGY TEST PRACTICE BOOK: 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?

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 can not.
- 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 more clear you are about what you want, the more clear 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.
 - 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 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

Course Catalog – Psychology (from Web Advisor)

PY-103	Introduction to Psychology	The scientific study of behavior and mental processes, including motivation, emotion, intelligence, maturation, learning, personality, perception, and thinking.	3.00	SS.SV
PY-201	Educational Psychology	The application of principles and theories designed for psychology students, prospective teachers, and parents interested in educational processes. Prerequisite: PY-103.	3.00	
PY-202	Career Preparation in Psychology	An orientation to career opportunities available with a background in psychology as well as preparation for employment and graduate/professional training in psychology. For Psychology majors only.	1.00	
PY-203	Child Psychology	Physical and mental development from conception to early adolescence; motor, emotional, and social behavior; intelligence and language development; personality formation; play and other imaginative activities. Prerequisite: PY-103.	3.00	NU.EL
PY-204	Adolescent Psychology	Students are given up-to-date knowledge of the field of developmental psychology in general but particularly focuses on issues that are relevant to individuals as they transition from being children to young adolescents; as they go through the physical, emotional, cognitive, and social changes of adolescence; and finally as they experience emerging adulthood. It will enable students to understand, contrast, and critically evaluate various developmental theories that apply to adolescent development. Both the normative patterns of adolescent development and individual variability within these norms are covered. Prerequisite: PY-103.	3.00	NU.EL
PY-205	Psychology of Adulthood And Aging	Development from mid-life to old age; physical, intellectual, social, emotional, and personality changes, interests, attitudes, and maladjustments with emphasis on later life. Prerequisite: PY-103.	3.00	
PY-206	Child and Adolescent Development	An introduction to the field of human development. Concepts and theories of child and adolescent growth and development will be covered from the prenatal period through adolescence. Prerequisite: PY-201.	3.00	
PY-207	Social Psychology	A survey of human behavior and mental processes in their social context. Addresses interpersonal processes, including social influence, relationships, prosocial and antisocial behavior, prejudice, and group dynamics. Also addresses intrapersonal processes, including the self, social perception, social cognition, cognitive dissonance, and attitudes. Prerequisite: PY-103.	3.00	
PY-208	Abnormal Psychology	The principal forms of psychopathology, including symptoms, etiology, and therapeutic recommendations; borderline adjustment, neurosis, psychosis, and character disorders. Prerequisite: PY-103.	3.00	
PY-220	Research I: Methods and Basic Data Analysis Laboratory	Introduces students to the essence of the scientific method and the use of empirical inquiry. Students will be introduced to various issues concerning data collection and other method procedures used in psychology. Students will learn to appropriately summarize, describe, and analyze obtained data to test research hypotheses. Prerequisite: PY-103 and MA-101 or MA-105 or higher; and EN-101 and EN-102 or permission of the instructor.	4.00	TL WT
PY-230	History of Psychology	The historical development of psychology, including its relationship to other disciplines; the contributions of philosophy and the growth of scientific methodology. Prerequisite: PY-103.	3.00	
PY-288	Cooperative Education: Psychology	Provides students with an opportunity to apply classroom theory in practice through actual work experience. Placements are selected to forward the student's career interest through experiential education. Repeatable for credit. Prerequisites: Completion of thirty credits and a minimum GPA of 2.00.	3.00	EX2
PY-298	Special Topics in Psychology (200 Level)	An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.	1.00 - 3.00	
PY-301	Psychology of Learning	Basic issues and methods in the scientific study of learning, with attention to major theories about mental and neural processes in conditioning, skill learning, and various types of cognitive learning and memory. Prerequisite: PY-103.	3.00	
PY-302	Memory and Cognition	Scientific study of mental processes, especially pertaining to the acquisition, retention, and use of knowledge and mental skills. Emphasis on memory, imagery, and natural language, with limited attention to developmental and individual differences. Prerequisites: PY-103 and PY-220.	3.00	

PY-302L	Memory and Cognition Thesis Laboratory	Techniques for the experimental study of memory, thought, and language processes. Includes pattern recognition, serial recall, memory organization, imagery, decision-making, and story schematization. Prerequisites: PY-311 and PY-320, both passed with a grade of C or higher. Corequisites: PY-302 and PY-491.	1.00	
PY-305	Theories of Personality	An introduction to methods for studying personality and building personality theories; psychodynamically oriented theories as well as biosocial, behavioristic, cognitive, humanistic, and existential approaches. Prerequisite: PY-103.	3.00	
PY-305L	Social and Personality Thesis Lab	Research strategies used in the scientific study of personality and social psychology. Deals with the following topics: constructing surveys, writing quality question items, correlational design, two-group design, multigroup design, factorial design, within-subjects design, and the use of statistical methods in research. These topics will be covered in the context of student projects. Each student will design and carry out his or her own research project. Three hours per week. Prerequisites: PY-207 or PY-305, and PY-311 and PY-320; all passed with a grade of C or higher.	1.00	
PY-310	Psychology Internship	Supervised, volunteer work in approved facilities, professional development and training and supervision provided by the agency in consultation with the psychology department. Prerequisites: PY-208, PY-220, and completion of fifty-seven credits.	3.00	EX5
PY-311	Research II: Behavioral Statistics and Laboratory	A continuation in statistical concepts and application, including analysis of variance, nonparametric techniques, regression equations, correlations. Laboratory: Instruction in data analysis using SPSS (Statistical Package for the Social Sciences), training in software tools for formatting and presenting research findings. Prerequisite: PY-220, passed with a grade of C or higher.	4.00	TL
PY-320	Research III: Experimental Methods and Laboratory	An introduction to theory and application of experimental methods in psychology. Three hours of lecture, two hours of individual laboratory work per week. Prerequisites: PY-220 passed with a grade of C or higher; and EN-101 and EN-102 or permission of the instructor. Corequisite: PY-311.	4.00	WT
PY-321	Qualitative Research Methods	An interdisciplinary overview of qualitative research methods employed in the social sciences and education. Qualitative methods are offered as an alternative way of knowing about individuals and groups. Topics covered include: theory, fieldwork, interviewing, observational studies, time sampling, writing field notes, questionnaires (survey research), archival research, and conducting qualitative research in various settings. Emphasis also placed upon the factors that affect the fieldwork process (e.g., gender, emotions). Also listed as AN-321. Prerequisite: PY-103.	4.00	WT
PY-322	Industrial Organizational Psychology	The application of psychological principles to human problems in business and industry: personnel psychology, counseling, motivation, supervision, organizational structure, efficiency, and engineering psychology. Prerequisite: PY-103.	3.00	
PY-331	Psychology of Women	The current state of knowledge about the psychology of women based on theoretical and empirical contributions from psycho-biology, personality, social and life-span psychology. Prerequisite: PY-103.	3.00	GS
PY-331L	Psychology of Women Thesis Lab	Research strategies used in the study of the psychology of women. Deals with the following topics: constructing surveys, writing quality question items, two-group design, multigroup design, factorial design, within-subject design, correlational design, and the use of statistical methods in research. These topics will be covered in the context of student projects. Each student will design and carry out his or her own research project. Three hours per week. Prerequisites: PY-311 and PY-320, both passed with a grade of C or higher, and PY-331 or GS-225 or SO-225.	1.00	
PY-332	Psychology of the Male Experience	Examines stereotypes about men in Western society, many of which are challenged in the light of empirical research; theoretical and empirical contributions from personality, social and life-span psychology, and psychobiology; consideration of methods and sources of bias in research used in gender studies. Prerequisite: PY-103.	3.00	GS
PY-335L	Gender and Sex Roles Thesis Laboratory	Research strategies used in the study of gender and sex roles. Projects include: methods of archival research, interview and survey techniques, naturalistic observation, and correlational and experimental procedures. Students also design and carry out their own research project, and prepare written and oral reports of the findings. Three hours per week. Prerequisites: PY-103, PY-311, and PY-320, all passed with a grade of C or higher. Corequisites: PY-331 or PY-332 or PY-491.	1.00	GS
PY-342	Children's Play and Culture	An intensive examination of children's play. Theoretical and empirical contributions from psychology and anthropology as a developmental and cross-cultural foundation for the following topics: the historical development of the concept of childhood, theories of play, conceptions of play and work, the functions of play, play and child development, gender differences, cross-cultural forms of play, and children's peer cultures. Also listed as AN-342.	3.00	

		Prerequisite: PY-203 or EDL-206.		
PY-342L	Children's Play Thesis Laboratory	Research strategies used in the study of children's play. Projects include: methods of interviewing and survey techniques, naturalistic observation, participant observation, and time sampling. Students also design and undertake their own research projects and prepare written and oral reports of their findings. Prerequisites: PY-311, PY-320, and PY-321, all passed with a grade of C or higher. Corequisite: PY-342.	1.00	EX5
PY-350	Evolutionary Psychology	The role of evolutionary thinking in human psychology, including ideas and evidence from animal behavior; topics include a brief history of socio-political resistance to Darwinian ideas, basic principles of evolutionary (population) biology, behavioral strategies affecting cognitive and social psychology, especially survival issues (feeding, predator avoidance), mating systems (attraction, mate retention, reproduction and rearing offspring), and social exchange issues. Exploration of potential application in other disciplines (medicine, law, history, marketing and economics). Prerequisite: PY-103.	3.00	
PY-350L	Evolutionary Psychology Thesis Laboratory	Research strategies used in studying the role of evolution in human psychology. Projects include: methods of archival research, interview and survey techniques, naturalistic observation, correlational and experimental procedures. Students will design and carry out their own research project and prepare written and oral reports of the findings. Three hours per week. Prerequisites: PY-103; and PY-311 and PY-320 both passed with a grade of C or higher. Corequisites: PY-350 and PY-491.	1.00	
PY-360	Intimate Relationships	Provides an overview of current theory and research in the field of intimate relationships. Focuses on topics such as: our need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and extra-dyadic relationships. Special attention will be given to understanding these topics through the use of scientific journal articles. Prerequisites: PY-207.	3.00	
PY-360L	Intimate Relationships Thesis Laboratory	Research strategies used in the study of intimate relationships. Deals with the following topics: constructing surveys, writing quality question items, two-group design, multi-group design, factorial design, within-subject design, and the use of statistical methods in research. These will be covered in the context of student projects. Each student will design and carry out his or her own research project. Three hours per week. Prerequisites: PY-360; and PY-311, and PY-320 both passed with a grade of C or higher.	1.00	
PY-370	Sensation and Perception	Evolution of animal and human sensory systems and perceptual mechanisms and processes; current research data and person-machines comparisons. Prerequisites: PY-103 and PY-220.	3.00	
PY-370L	Sensation and Perception Thesis Laboratory	Basic laboratory techniques for the study of perceptual experiences. Includes sensory thresholds, intensity scaling, color judgments, visual shape and depth, visual illusions, brain lateralization, interactions among sensory modalities, and attention. Three hours per week. Prerequisites: PY-311 and PY-320, both passed with a grade of C or higher. Corequisites: PY-370 and PY-491.	1.00	
PY-388	Cooperative Education: Psychology	Provides students with an opportunity to apply classroom theory in practice through actual work experience. Placements are selected to forward the student's career interest through experiential education. Repeatable for credit. Prerequisites: Completion of thirty credits and a minimum GPA of 2.00.	3.00	EX2
PY-389	Independent Internship in Psychology	Students apply the psychological concepts they have learned in the classroom and laboratory to work-related experiences. Working with the cooperation of the Life Career Advising Center and a faculty sponsor, the student will secure an internship site. On a volunteer basis, students will work forty hours per credit per term at their internship sites. Students are required to develop learning objectives at the start of their internship, keep a journal of their internship experience throughout their placement, and write a final paper that includes an integrated review of the literature and reports their progress in meeting their learning objectives. Prerequisites: Junior standing, twenty-one credits completed in Psychology, overall GPA of 3.00, and approval by Psychology Department. Limited to Psychology majors.	1.00 - 3.00	EX1
PY-398	Special Topics in Psychology (300 Level)	An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.	1.00 - 3.00	
PY-398L	Special Topics in Psychology Thesis Laboratory	An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisites: PY-311, PY-320, both passed with a grade of C or higher.	1.00 - 3.00	
PY-401	Introduction to Clinical Psychology	The application of psychological approaches to the study and treatment of behavior problems, diagnosis, therapeutic techniques, and the professional role of the clinical psychologist in society. Prerequisites: PY-208 and PY-305.	3.00	
PY-	Clinical Psychology	A practicum in assessment and therapeutic techniques, incorporating standard research	1.00	EX5

401L	Thesis Laboratory	procedures used in clinical psychology. The scientific study of individual differences and their impact on behavior. Prerequisites: PY-208; PY-311 and PY-320 both passed with a grade of C or higher. Corequisites: PY-401 and PY-491.		
PY-404	Animal Behavior	Why and how animals (vertebrates and invertebrates) do the things they do. Emphasizes rules governing the evolution of behavior rather than mere description of how animals behave. Focus includes behavioral ecology, habitat selection, feeding strategies, predator-prey tactics, mating systems and strategies, social behavior (conflict and cooperation) and population dynamics. The course begins with a historical overview and ends with the evolution of human behavior. Also listed as BY-404. Prerequisite: PY-103; or BY-103 or above passed with a grade of C- or higher.	3.00	
PY-404L	Animal Behavior Thesis Laboratory	Methods in the study of animal behavior. Projects on instinctive behavior, early experience, learning, dominance relationships, territoriality, behavioral ecology, and sociobiology. One all-day field trip and an independent project will be required. Prerequisites: PY-311 and PY-320, both passed with a grade of C or higher. Corequisite: PY-404.	1.00	
PY-406	Introduction to Neurosciences	The organization of the nervous system in terms of its anatomy, physiology, neurochemical correlates, and evolution; behavioral processes, such as attention, sleep, motivation, instinct, learning, and language. Prerequisites: PY-103 and three credits in Biology.	3.00	
PY-406L	Neurosciences Thesis Laboratory	Human and animal neuroanatomy; surgical techniques, including lesion, stimulation, and perfusion; histology; drug and hormone administration; and physiological recording techniques. Three hours per week. Prerequisites: PY-311 and PY-320, both passed with a grade of C or higher. Corequisites: PY-306 and PY-491.		
PY-407	Social Cognition	Focus on social cognition, a research area within social psychology that studies the social and cognitive processes through which individuals notice, interpret, remember, and use information about their social world. Exploration of past and present social research, current theoretical understanding, and potential applications of important social-cognitive processes. Prerequisite: PY-103.	3.00	
PY-407L	Social Cognition Thesis Laboratory	Study and evaluation of empirical methods used in social cognition research. Students will critique published research and learn to identify and avoid common threats to the validity of their own research. Three hours per week. Prerequisites: PY-311 and PY-320, both passed with a grade of C or higher. Corequisites: PY-407 and PY-491.	1.00	
PY-408	Cultural Psychology	An interdisciplinary course that utilizes theoretical, empirical, and methodological contributions from psychology and anthropology to discuss the position of culture in understanding human behavior and thought. Culture is viewed as a cognitive construct that is learned, lived, shared, and performed. A sample of topics include: the history of cultural and cross-cultural psychology, methodological approaches, aggression, education, development, play, language, social relationships, intelligence, emotion, motivation, and mental health issues. Also listed as AN-408.	3.00	
PY-409	Leadership and Group Processes	An introduction to the study of group dynamics, particularly with regard to leadership and power. Exploration of past and present research on groups; current theoretical understanding of important group processes, such as group formation, changes over time, group decision-making and performance, social influence, and intermember relations. Prerequisites: PY-103 and PY-207.	3.00	
PY-409L	Leadership and Group Processes Laboratory	Study and evaluation of empirical methods used in group-dynamics research. Students will critique published research and learn to identify and avoid common threats to the validity of their own research. Three hours per week. Prerequisites: PY-103, PY-311, and PY-320, all passed with a grade of C or higher. Corequisites: PY-409 and PY-491. Prerequisites: Psychology 103, 311, and 320, all passed with a grade of "C" or higher. Corequisites: Psychology 406 and 491. Effective Fall 2016.	1.00	
PY-411	Field Experience in Animal Behavior	Course covers psychological principles that are relevant to the psychology of animal behavior and management and applied animal welfare. Students are exposed to – and engage in – research on animal behavior management and watch demonstrations of these principles on-site at Six Flags Safari with a selection of exotic animals. Animal training Students will explore careers in applied animal behavior and apply what they have learned to other vocations with humans, such as teaching and therapy, in weekly presentations in small seminar discussions. Students gain public speaking experience via facilitating educational outreach events. Prerequisites: PY103 and C or higher in PY220. Psychology majors only.	3.00	EX1
PY-426	Theories of Childhood and Development	An overview of and evaluative approach to developmental theories and conceptions of childhood. The theoretical frameworks covered include: constructivism, learning theory, psychoanalysis, psychosocial, and ethological/evolutionary approaches. Theorists discussed include: Bowlby, Dewey, Erikson, Freud, Montessori, Piaget, Skinner, and Vygotsky. Prerequisites: PY-203, PY-320, and PY-321.	3.00	
PY-431	Psychological Tests and Measurements	Introduction to theory of measurement; its application to psychological and educational testing and exposure to frequently used tests with ethical and practical considerations. Prerequisite: PY-	3.00	

		311 passed with a grade of C or higher.		
PY-488	Cooperative Education: Psychology	Provides students with an opportunity to apply classroom theory in practice through actual work experience. Placements are selected to forward the student's career interest through experiential education. Repeatable for credit. Prerequisites: Completion of thirty credits and a minimum GPA of 2.00.	3.00	EX2
PY-489	Independent Internship in Psychology	Working with the Department of Psychology's Field Placement Coordinator, the student will secure an internship site and be assigned a faculty sponsor. Students will intern fifty hours per credit per term in their placements. In collaboration with their faculty sponsor, students will develop learning objectives, maintain a journal and log of their hours, and submit assignments that demonstrate an advanced application of psychological concepts to their internship experiences. Weekly meetings with faculty sponsors are required. Limited to Psychology majors. Prerequisites: Junior standing, PY-208, PY-220, overall GPA of 3.00, and approval by the Psychology Department.	1.00 - 3.00	EX1
PY-490	Senior Seminar in Psychology	Readings, invited speakers, student presentations, and discussion of current and review topics in psychology. Course emphasis to vary with orientation of directing professor. Prerequisites: PY-320, passed with a grade of C or higher and completion of eighteen credits in Psychology.	3.00	
PY-491	Research IV: Thesis in Psychology	Study and research in psychology under the supervision of a psychology faculty member, leading to the preparation of a senior thesis. Prerequisites: PY-311 and PY-320, both passed with a grade of C or higher. Corequisite: Any Psychology 300-400 level course with a lab.	2.00	
PY-498	Special Topics in Psychology (400 Level)	An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.	1.00 - 3.00	
PY-498L	Special Topics in Psychology Thesis Laboratory	An intensive study of a particular subject or problem in psychology to be announced prior to registration. Prerequisite: As announced in the course schedule.	1.00	
PY-499A	Independent Study in Psychology	Independent study in psychology (experimental) research under supervision of a faculty member. May be taken for a maximum of six credits. Prerequisites: Junior standing and prior permission of instructor and department chair.	1.00 - 3.00	
PY-499B	Independent Study in Psychology	Independent study in psychology (reading and theoretical) special project under supervision of a faculty member. May be taken for a maximum of six credits. Prerequisites: Junior standing and prior permission of instructor and department chair.	1.00 - 3.00	

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>The College of New Jersey Graduate Admissions: 609-771-2300; graduate@tcnj.edu Website: www.tcnj.edu/ Sample Programs: 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>Fairleigh Dickinson University, Metropolitan Campus Graduate Admissions: 201-692-2554; grad@fd.edu Website: www.fdu.edu/ Sample Programs: Clinical psychology (Ph.D.) General-theoretical psychology (M.A.) School psychology (M.A., Psy.D.) Forensic psychology (M.A.)</p>
<p>Caldwell University Graduate Admissions: 973-618-3544; graduate@caldwell.edu Website: www.caldwell.edu Sample Programs: Counseling psychology (M.A.) with school counseling, mental health counseling, and mental health counseling/art therapy specializations</p>	<p>Georgian Court University Graduate Admissions: 732-987-2770; gps@georgian.edu Website: www.georgian.edu/ Sample Programs: Applied behavior analysis (M.A.) Clinical mental health counseling (M.A.) School psychology (M.A.)</p>
<p>Centenary University Graduate Admissions: 877-236-4723; CentUAdmissions@centenaryuniversity.edu Website: www.centenaryuniversity.edu/ Sample Programs: Counseling (M.A.) Clinical counseling (M.A.) School counseling (M.A.)</p>	<p>Kean University Graduate Admissions: 908-737-7100; grad-adm@kean.edu Website: www.kean.edu/ Sample Programs: 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>Fairleigh Dickinson University, Florham Campus Graduate Admissions: 973-443-8905; grad@fd.edu Website: www.fdu.edu/ Sample Programs: Clinical mental health counseling (M.A.) Industrial/organizational psychology (M.A.) Industrial-organizational - organizational behavior concentration (M.A.)</p>	<p>Seton Hall University Graduate Admissions: 973-275-2892; shugrad@shu.edu Website: www.shu.edu/ Sample Programs: Experimental psychology (M.S.) Counseling psychology (Ph.D.) Marriage and family therapy (M.S., Ed.S.) Psychological studies (M.A.) School psychology (M.A.) School counseling (M.A.)</p>
<p>Monmouth University Graduate Admissions: 732-571-3452; gradadm@monmouth.edu Website: www.monmouth.edu Sample Programs: Clinical mental health counseling (M.S.) Public policy (M.A.) Speech language pathology (M.S.Ed.)</p>	<p>Thomas Edison State College Graduate Admissions: 888-442-8372 Website: www.tesc.edu Sample Programs: Human resources management (M.S.) Industrial-organizational psychology (graduate certificate)</p>

<p>Montclair State University Graduate Admissions: 973-655-5147; graduate.school@montclair.edu Website: www.montclair.edu Sample Programs: 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>William Paterson University Graduate Admissions: 973-720- 3641; graduate@wpunj.edu Website: http://www.wpunj.edu/ Sample Programs: Clinical and counseling psychology (M.A.) Professional counseling – mental health (M.Ed.) Professional counseling – school counseling (M.Ed.)</p>
<p>New Jersey City University Graduate Admissions: 201-200-3409; grad_dept@njcu.edu Website: www.njcu.edu/ Sample Programs: Counseling (M.A.) Educational psychology (M.A.)</p>	<p>Rutgers, the State University of New Jersey, New Brunswick Campus Graduate Admissions: 848-932-7711 Website: www.rutgers.edu Sample Programs: Psychology (Ph.D.) Behavioral & systems neuroscience (Ph.D.) Clinical psychology (Ph.D.) Cognitive psychology (Ph.D.) Social psychology (Ph.D.) School counseling and counseling psychology (M.A.Ed.) Graduate School of Applied and Professional Psychology Clinical psychology (Psy.D.) School psychology (Psy.D.)</p>

New York Programs:

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

Pennsylvania Programs:

<p>Chestnut Hill College Graduate Admissions: 215-248-7170; gradadmissions@chc.edu Website: http://www.chc.edu/ Sample Programs: 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>Temple University Graduate Admissions: 215-204-1380; grad@temple.edu Website: www.temple.edu Sample Programs: Brain and cognitive sciences (Ph.D.) Clinical psychology (Ph.D.) Developmental psychology (Ph.D.) Social psychology (Ph.D.)</p>
<p>La Salle University Graduate Admissions: 215-951-1100; grad@lasalle.edu Website: www.lasalle.edu Sample Programs: Industrial/organizational psychology (M.A.) Professional clinical counseling (M.A.) Marriage and family therapy (M.A.) Clinical psychology (Psy.D.)</p>	<p>University of Pennsylvania Graduate Program: 215- 898-7300; web@psych.upenn.edu Website: www.upenn.edu/ Sample Programs: Clinical psychology (Ph.D.) Counseling and Mental Health Services (M.S.Ed.) Quantitative Methods (Ph.D.)</p>
<p>Lehigh University Graduate Admissions: 610-758-4280; inpsy@lehigh.edu Website: www.lehigh.edu/ Sample Programs: Counseling and Human Services (M.Ed.) Psychology (M.S., Ph.D.), focus on human cognition and development</p>	<p>Widener University Graduate Admissions: 610-499-4129; gradprograms@widener.edu Website: http://www.widener.edu/ Sample Programs: Clinical psychology (Psy.D.) Certificates: biofeedback, neuropsychology, and school psychology tracks</p>
<p>Marywood University Graduate Admissions: 570-340-6002; GoGrad@marywood.edu Website: www.marywood.edu/ Sample Programs: 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>	

* 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 Summer 2017 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 strength 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.

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#.VXc9xMLbKmQ>
<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

- 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
<https://www.counseling.org>
<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

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>

****Psychology Club also has many books on these topics available in the Psychology Club Library. Stop in and sign one out!****