

Undergraduate Psychology Manual
University of North Texas

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Undergraduate Psychology at the University of North Texas

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Dear UNT Psychology Major:

Welcome to the Psychology Department at the University of North Texas! We are pleased that you have chosen to major in Psychology, and trust that your coursework and interactions with faculty will be beneficial to you both personally and professionally!

We hope that this manual will be helpful to you in majoring in Psychology and in preparing for a career. It should answer many of your questions about majoring in Psychology at UNT and about Psychology as a career.

Should you have any questions or concerns as a Psychology major, do not hesitate to contact any faculty member or a Psychology department advisor in Terrill Hall 330. In addition, check the Undergraduate Bulletin Board on the third floor of Terrill Hall for important announcements and information.

Welcome!

Amy R. Murrell, Ph.D.
Director of Undergraduate Instruction

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What is Psychology?

What is Psychology?

Why people do the things they do is an age-old question. However, psychology—the science concerned with behavior, both human and nonhuman animals—is only about 125 years old. Despite its youth, it is a broad discipline, essentially spanning subject matter from biology to sociology. Biology studies the structures and functions of living organisms. Sociology examines how groups function in society. Psychologists study the intersection of two critical relationships: one between brain function and behavior, and one between the environment and behavior. As scientist, psychologists follow scientific methods, using careful observation, experimentation, and analysis. But psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, evolving new approaches from established knowledge to meet changing needs of people and societies. They develop theories and test them through their research. As this research yields new information, these findings become part of the body of knowledge that practitioners call on in their work with clients and patients.

Psychology is a tremendously varied field. Psychologists conduct both basic and applied research, serve as consultants to communities and organizations, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality. Many psychologists work as health care providers. They assess behavioral and mental function and well-being, stepping in to machines, and they work to improve these relationships. And with America undergoing large changes in its population makeup, psychologists bring important knowledge and skills to understanding diverse cultures.

Many psychologists work independently. They also team up with other professionals—for example, other scientists, physicians, lawyers, school personnel, computer experts, engineers, policymakers, and managers—to contribute to every area of society. Thus we find them in laboratories, hospitals, courtrooms, schools and universities, community health centers, prisons, and corporate offices.

Psychologists traditionally study both normal and abnormal functioning, and also treat patients with mental and emotional problems. They also concentrate on behaviors that affect the mental and emotional health and mental functioning of healthy human beings. For example, they work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and collaborate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the trauma, or shock, of the event. They team with law enforcement and public health officials to analyze the causes of such events and prevent their occurrence. Involved in all aspects of our fast-paced world, psychologists must keep up with what's happening all around us. When you're a psychologist, your education never ends.

According to economists at the Department of Labor, opportunities for people with graduate degrees in psychology are expected to grow between 10% and 20% by 2010.

Opportunities for work in psychology are expanding in number and scope, especially for those with graduate degrees, while an undergraduate degree remains excellent preparation for continued graduate work in psychology or for another field, such as business, medicine, or computer science. The move

toward preventing illness, rather than merely diagnosing and treating it, requires people to learn how to make healthy behavior a routine part of living. Indeed, many of the problems facing society today are problems of behavior, for example, drug addiction, poor personal relationships, violence at home and in the street, and the harm we do to our environment. Psychologists contribute solutions to problems through careful collection of data, analysis of data, and development of intervention strategies—in other words, by applying scientific principles, the hallmark of psychology.

In addition, an aging America is leading to more research and practice in adapting our homes and workplaces for older people. The promises of the electronic revolution demand more user-friendly technologies and training. More two-career families in the workplace call for employers to accommodate the needs of families. Psychologists are helping employers to make the changes that are needed. The diversity of America today calls for psychologists to develop and refine therapies to meet the unique needs of different ethnic groups. Furthermore, research advances in learning and memory, and the integration of physical and mental health care, make psychology more exciting than ever.

Most psychologists say they love their work. They cite the variety of daily tasks and the flexibility of their schedules. They are thrilled by the exciting changes taking place in the field, from adapting technology to humans to working as part of primary health care teams. They are working hard to provide answers to research questions in diverse areas such as prevention, perception, and learning. Educators strive to train the next generations using new technology and knowledge.

The study of psychology is good preparation for many other professions. Many employers are interested in the skills that psychology majors bring to collecting, analyzing, and interpreting data, and their experience with statistics and experimental design.

Some of the subfields in Psychology

Psychologists specialize in a host of different areas within the field and identify themselves by many different labels. A sampling of those focal areas is presented to give you an idea of the breadth of psychology's content as well as the many different settings in which it is found. Additionally, many psychologists teach psychology in academic institutions from high schools to graduate programs in universities.

The field of psychology encompasses both *research*, through which we learn fundamental things about human and animal behavior, and *practice*, through which that knowledge is applied in helping to solve problems and promote healthy human development. In each of the subfields there are psychologists who work primarily as researchers, others who work primarily as practitioners and many who do both (scientist-practitioners). Indeed, one of psychology's most unique and important characteristics is its coupling of science and practice, which stimulates continual advancement of both.

Clinical psychologists assess and treat mental, emotional, and behavioral disorders. These range from short-term crises, such as difficulties resulting from adolescent rebellion, to more severe, chronic conditions such as schizophrenia.

Some clinical psychologists treat specific problems exclusively, such as phobias or clinical depression. Others focus on specific populations: youngsters, ethnic minority groups, gays and lesbians, and the elderly, for instance. They also consult with physicians on physical problems that have underlying psychological causes.

Cognitive and perceptual psychologists study human perception, thinking, and memory. Cognitive psychologists are interested in questions such as, how does the mind represent reality? How do people learn? How do people understand and produce language? Cognitive psychologists also study reasoning, judgment, and decision making. Cognitive and perceptual psychologists frequently collaborate with behavioral neuroscientists to understand the biological bases of perception or cognition or with researchers in other areas of psychology to better understand the cognitive biases in the thinking of people with depression, for example.

Counseling psychologists help people and groups to adjust to change or to make changes in their lifestyle. For example, they provide vocational and career assessment and guidance or help someone come to terms with the death of a loved one. They help students adjust to college, and people to stop smoking or overeating.

Developmental psychologists study the psychological development of the human being that takes place throughout life. Until recently, the primary focus was on childhood and adolescence, the most formative years. But as life expectancy in this country approaches 80 years, developmental psychologists are becoming increasingly interested in aging, especially in researching and developing ways to help elderly people stay as independent as possible.

Educational psychologists concentrate on how effective teaching and learning takes place. They consider a variety of factors, such as human abilities, student motivation, and the effect on the classroom of the diversity of race, ethnicity, and culture that makes up America.

Engineering psychologists conduct research on how people work best with machines. For example, how can a computer be designed to prevent fatigue and eye strain? What arrangement of an assembly line makes production most efficient? What is a reasonable workload? Most engineering psychologists work in industry, but some are employed by the government, particularly the Department of Defense. They are often known as human factors specialists.

Evolutionary psychologists study how evolutionary principles such as mutation, adaptation, and selective fitness influence human thought, feeling, and behavior. Because of their focus on genetically shaped behaviors that influence an organism's chances of survival, evolutionary psychologists study mating, aggression, helping behavior, and communication. Evolutionary psychologists are particularly interested in paradoxes and problems of evolution. For example, some behaviors that were highly adaptive in our evolutionary past may no longer be adaptive in the modern world.

Experimental psychologists are interested in a wide range of psychological phenomena, including cognitive processes, comparative psychology (cross-species comparisons), learning and conditioning, and psychologists (the relationship between the physical brightness of a light and how bright the light is perceived to be, for example). Experimental psychologists study both human and nonhuman animals with

respect to their abilities to detect what is happening in a particular environment and to acquire and maintain responses to what is happening.

Experimental psychologists work with the empirical method (collecting data) and the manipulation of variables within the laboratory as a way of understanding certain phenomena and advancing scientific knowledge. In addition to working in academic settings, experimental psychologists work in places as diverse as manufacturing settings, zoos, and engineering firms.

Forensic psychologists apply psychological principles to legal issues. Their expertise is often essential in court. They can, for example, help a judge decide which parent should have custody of a child or evaluate a defendant's mental competence to stand trial. Forensic psychologists also conduct research on jury behavior or eyewitness testimony. Some forensic psychologists are trained in both psychology and the law.

Health psychologists specialize in how biological, psychological, and social factors affect health and illness. They study how patients handle illness; why some people don't follow medical advice; and the most effective ways to control pain or to change poor health habits. They also develop health care strategies that foster emotional and physical well-being.

Psychologists team up with medical personnel in private practice and in hospitals to provide patients with complete health care. They educate medical staff about psychological problems that arise from the pain and stress of illness and about symptoms that may seem to be physical in origin but actually have psychological causes.

Health psychologists also investigate issues that affect a large segment of society, and develop and implement programs to deal with these problems. Examples are teenage pregnancy, substance abuse, risky sexual behaviors, smoking, lack of exercise, and poor diet.

Industrial/organizational psychologists apply psychological principles and research methods to the work place in the interest of improving productivity and the quality of work life. Many serve as human resources specialists, helping organizations with staffing, training, and employee development. And others work as management consultants in such areas as strategic planning, quality management, and coping with organizational change.

Neuropsychologists (and behavioral neuropsychologists) explore the relationships between brain systems and behavior. For example, behavioral neuropsychologists may study the way the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception, and behavior. They design tasks to study normal brain functions with new imaging techniques, such as position emission tomography (PET), single photon emission computed tomography (SPECT), and functional magnetic resonance imaging (fMRI).

Clinical neuropsychologists also assess and treat people. And with the dramatic increase in the number of survivors of traumatic brain injury over the past 30 years, neuropsychologists are working with health teams to help brain-injured people resume productive lives.

Quantitative and measurement psychologists focus on methods and techniques for designing experiments and analyzing psychological data. Some develop new methods for performing analysis; others create research strategies to assess the effect of social and educational programs and psychological treatment. They develop and evaluate mathematical models for psychological tests. They also propose methods for evaluating the quality and fairness of the tests.

Personality psychologists conduct research on both normal and pathological personality characteristics among all types of persons. They often are interested in relationships between personality theory and aspects of behavior and adjustment, and are often interested in and do research on psychotherapy.

Rehabilitation psychologists work with stroke and accident victims, people with mental retardation, and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients adapt to their situation, frequently working with other health care professionals. They deal with issues of personal adjustment, interpersonal relations, the work world, and pain management.

Rehabilitation psychologists are also involved in public health programs to prevent disabilities, including those caused by violence and substance abuse. And they testify in court as expert witnesses about the causes and effects of a disability and a person's rehabilitation needs.

School psychologists work directly with public and private schools. They assess and counsel students, consult with parents and school staff, and conduct behavioral interventions when appropriate. Most school districts employ psychologists full time.

Social psychologists study how a person's mental life and behavior are shaped by interactions with other people. They are interested in all aspects of interpersonal relationships, including both individual and group influences, and seek ways to improve such interactions. For example, their research helps us understand how people form attitudes toward others, and when these are harmful—as in the case of prejudice—suggests ways to change them.

Social psychologists are found in a variety of settings, from academic institutions (where they teach and conduct research), to advertising agencies (where they study consumer attitudes and preferences), to businesses and government agencies (where they help with a variety of problems in organization and management).

Sports psychologists help athletes refine their focus on competition goals, become more motivated, and learn to deal with the anxiety and fear of failure that often accompany competition. The field is growing as sports of all kinds become more and more competitive and attract younger children than ever.

Citation: *Psychology: Scientific Problem Solvers. Careers for the Twenty-First Century.* American Psychological Association, 2003.

APA GUIDELINES FOR
THE UNDERGRADUATE
PSYCHOLOGY MAJOR

FRAMEWORK OF GUIDELINES 2.0

A SUMMARY OF THE LEARNING GOALS

This framework includes four skills-based goals and one content-focused goal. The roster of *Guidelines 2.0* includes the following:

Goal 1: Knowledge Base in Psychology

Goal 2: Scientific Inquiry and Critical Thinking

Goal 3: Ethical and Social Responsibility in a Diverse World

Goal 4: Communication

Goal 5: Professional Development

Each goal begins with a definition that describes the scope of the ideas contained in the overview of the goal. Each goal contains an appropriate range of explicit student learning outcomes that incorporate action verbs and measurement potential. A summary of each of the five learning goals and their associated outcomes follows.

Goal 1: Knowledge Base in Psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

- 1.1 Describe key concepts, principles, and overarching themes in psychology
- 1.2 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing

a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

Goal 4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

Goal 5: Professional Development

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

What you can do with a major in Psychology

CAREER POTENTIAL

A major in psychology at the University of North Texas can prepare you for a career in consumer advertising, market research analysis, personnel management, public relations for large corporations, or for teaching high school psychology. Or you may work as a psychologist's assistant in a clinic, hospital or community mental health agency. Psychology is a good major if you plan to work in law enforcement or to enter law school, medical school or a seminary.

To become a practicing psychologist, you will need to earn at least a master's degree. Some alumni who earned their master's and doctoral degrees work:

- in clinics, hospitals, community mental health agencies, universities or private practices
- as school psychologists, industrial or organizational psychologists for large corporations, or experimental psychologists
- in behavioral medicine, helping people improve their health
- as researchers studying psychological conditions associated with health and illness

UNT's Career Center (located at Chestnut Hall, Room 103) can help you prepare to pursue your career. The center has information about jobs and employers, and the staff can help you with resume and letter writing, job search strategies and interview preparation.

MAJORING IN PSYCHOLOGY

As a psychology major, you may study personality development, human relationships, people's adjustment to different environments, learning and memory, and mental illness. You will explore the history of psychology and study the behavior of certain groups such as criminal offenders. You can learn basic experimental procedures and techniques for interacting with patients or clients.

If you plan to earn a master's degree, you may want to take electives in the field in which you wish to be a practicing psychologist. Undergraduate courses are offered that will prepare you to enter graduate programs in behavioral medicine or clinical, counseling, experimental, industrial and school psychology.

Psychology faculty members are outstanding practicing psychologists and researchers. One faculty member is serving on a national board for the American Psychological Association, the accrediting body for UNT's program and one of two major psychological science organizations. Another faculty member served as a sports psychologist with the U.S. Freestyle Mogul Team during the 2006 Winter Olympics in Torino, Italy.

Our faculty members are also outstanding teachers. One was named Regents Professor for excellence in research and teaching. Regents Professors devote at least half of their teaching load to introductory- level courses. Another was named a "Top Prof" by Mortar Board, a senior honor society. Another received a President's Council University Teaching Award.

UNT has a chapter of Psi Chi, the national psychology honor society. Exceptional psychology students may be inducted into the chapter.

GETTING HANDS-ON EXPERIENCE

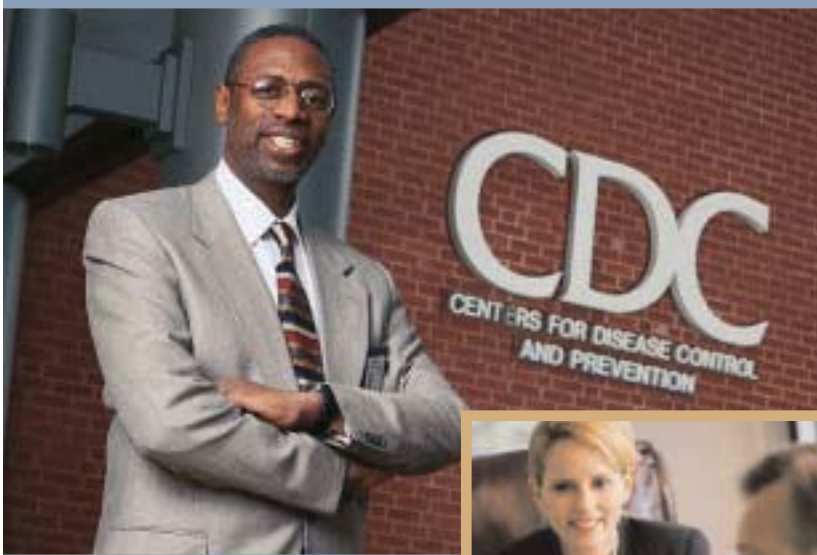
As a psychology major, you may conduct a research project under the direction of a faculty member through a senior honors thesis program. This program is aimed at students who plan to enter a doctoral program in psychology. Our undergraduate students have published research in major psychology journals and have won undergraduate research competitions.

Upon completion of 12 semester hours at UNT with at least a 2.5 GPA, you may work in a job related to your major through UNT's office of Cooperative Education and Internships. You may earn academic credit and money and gain valuable work experience.



PSYCHOLOGY

AMERICAN PSYCHOLOGICAL ASSOCIATION



SCIENTIFIC PROBLEM SOLVERS

CAREERS FOR THE

TWENTY-FIRST CENTURY

Conduct Research

Promote Health

Help Educate

Provide Social Services

Assist Business & Industry

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adapting our homes and workplaces for older people. The promises of the electronic revolution demand more user-friendly technologies and training. More two-career families in the workplace calls for employers to accommodate the needs of families. Psychologists are helping employers to make the changes that are needed. The diversity of America today calls for psychologists to develop and refine therapies to meet the unique needs of different ethnic groups. Furthermore, research advances in learning and memory, and the integration of physical and mental health care, make psychology more exciting than ever.

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SOME OF THE SUBFIELDS IN PSYCHOLOGY

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biases in the thinking of people with depression, for example.

Counseling psychologists help people recognize their strengths and resources to cope with their problems. Counseling psychologists do counseling/psychotherapy, teaching, and scientific research with individuals of all ages, families, and organizations (e.g., schools, hospitals, businesses). Counseling psychologists help people understand and take action on career and work problems. They pay attention to how problems and people differ across life stages. Counseling psychologists have great respect for the influence of differences among people (such as race, gender, sexual orientation, religion, disability status) on psychological well-being. They believe that behavior is affected by many things, including qualities of the individual (e.g., psychological, physical, or spiritual factors) and factors in the person's environment (e.g., family, society, and cultural groups).

Developmental psychologists study the psychological development of the human being that takes place throughout life. Until recently, the primary focus was on childhood and adolescence, the most formative years. But as life

expectancy in this country approaches 80 years, developmental psychologists are becoming increasingly interested in aging, especially in researching and developing ways to help elderly people stay as independent as possible.

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Clinical neuropsychologists also assess and treat people. And with the dramatic increase in the number of survivors of traumatic brain injury over the past 30 years, neuropsychologists are working with health teams to help brain-injured people resume productive lives.

Quantitative and measurement psychologists focus on methods and techniques for designing experiments and analyzing psychological data. Some develop new methods for performing analysis; others create research strategies to assess the effect of social and educational programs and psychological treatment. They develop and evaluate mathematical models for psychological tests. They also propose methods for evaluating the quality and fairness of the tests.

Rehabilitation psychologists work with stroke and accident victims, people with mental retardation, and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients adapt to their situation, frequently working with other health care professionals. They deal with issues of personal adjustment, interpersonal relations, the work world, and pain management.

Rehabilitation psychologists are also involved in public health programs to prevent disabilities, including those caused by violence and substance abuse. And they testify in court as expert witnesses about the causes and effects of a disability and a person's rehabilitation needs.

School psychologists work directly with public and private schools. They assess and counsel students, consult with parents and school staff, and conduct behavioral interventions when appropriate. Most school districts employ psychologists full time.

Social psychologists study how a person's mental life and behavior are shaped by interactions with other people. They are interested in all aspects of interpersonal relationships, including both individual and group influences, and seek ways to improve such interactions. For example, their research helps us understand how people form attitudes toward others, and when these are harmful—as in the case of prejudice—suggests ways to change them.

Social psychologists are found in a variety of settings, from academic institutions (where they teach and conduct research), to advertising agencies (where they study consumer attitudes and preferences), to businesses and government agencies (where they help with a variety of problems in organization and management).

Sports psychologists help athletes refine their focus on competition goals, become more motivated, and learn to deal with the anxiety and fear of failure that often accompany competition. The field is growing as sports of all kinds become more and more competitive and attract younger children than ever.

T H E J O B O U T L O O K

P psychology graduates generally report being pleased with the way what they studied in school helped prepare them for both life and work. A woman who opened her own business shortly after earning a baccalaureate in psychology explains, “After all, psychology is the business of life.” Psychology graduates continue to be excited by the changes taking place in the field that relate to what they are now doing.

The 2001 Doctorate Employment Survey from APA’s Research Office found that 73% of the 1,754 responding psychologists who earned their doctorates in 2000-2001 secured their first choice when looking for a job. In addition, 75% of respondents were employed within 3 months of receiving the doctorate.

The U.S. Bureau of Labor Statistics expects that opportunities in psychology will continue to grow over the next decade. “Employment in health care will grow fastest in outpatient mental health and substance abuse treatment clinics. Numerous job opportunities will also arise in schools, public and private social service agencies, and management consulting services. Companies will use psychologists’ expertise in survey design, analysis, and research to provide marketing evaluation and statistical analysis. The increase in employee assistance programs, which offer employees help with personal problems, also should spur job growth.

Opportunities for people holding doctorates from leading universities in areas with an applied emphasis, such as counseling, health, and educational psychology, should be good. Psychologists with extensive training in quantitative research methods and computer science may have a competitive edge over applicants without this background.

Graduates with a master’s degree in psychology may qualify for positions in school and industrial-organizational psychology. School psychology should have the best job prospects, as schools are expected to increase student counseling and mental health services. Master’s degree holders with several years of business and industry experience can obtain jobs in consulting and marketing research, while other master’s degree holders may find jobs in universities, government or the private sector as psychological assistants, counselors, researchers, data collectors, and analysts.

Doctoral Graduates

As might be expected, the highest paid and greatest range of jobs in psychology are available to psychology doctorates. The number of doctoral graduates has remained stable over the past decade, and supply continues to meet demand. Unemployment and underemployment remain below what is noted for other scientists and engineers. Few drop out of the field.

The greatest expansion of career opportunities for doctoral psychologists in the last decade has been in the for-profit and self-employment sectors, including, but not limited to, health service provider subfields, industrial–organizational psychology, educational psychology, and other fields with applications in these settings. Although fewer new doctorates have headed into faculty positions compared to past decades, it is the case that about one third of doctoral-level psychologists today are employed in academe, and more than half of new doctorates in the research subfields head into academe following graduation.

Master's Graduates

While the doctoral degree is the standard for independent research or practice in psychology, the number of psychology students who pursue a terminal master's degree has increased sixfold since 1960. Competition for positions in psychology-related jobs is keen. Just over one fifth of master's graduates are full-time students, and about two thirds of master's graduates are employed

outside psychology. Many handle research and data collection and analysis in universities, government, and private companies. Others find jobs in health, industry, and education, the primary work settings for psychology professionals with master's degrees. With growing recognition of the role of psychology in the community, more jobs for persons with master's degrees in psychology may also become available in community mental health centers.

Persons with master's degrees often work under the direction of a doctoral psychologist, especially in clinical, counseling, school, and testing and measurement psychology.

Some jobs in industry, for example, in organizational development and survey research, are held by both doctoral- and master's-level graduates. But industry and government jobs in compensation, training, data analysis, and general personnel issues are often filled by those with master's degrees in psychology.

Bachelor's Graduates

In 2002–2003 psychology was the most popular intended undergraduate major according to a survey of college freshman. As a single field and not a constellation of fields, such as is true of business, biology, or education, psychology outdrew all other fields. In 2000, 74,654 students graduated with a bachelor's degree in psychology.

Some students stop with a bachelor's degree in psychology and find work related to their college major. For example,

they may be assistants in rehabilitation centers. If they meet state certification requirements, they may be able to teach psychology in high school.

But the study of psychology at the bachelor's level is also a fine preparation for many other professions. In 2000, about 75,000 college seniors graduated with a degree in psychology, but many were not necessarily interested in a career as a psychologist. In 1999, fewer than 5% of 1997 and 1998 psychology BA recipients were employed in psychology or a field related to psychology. Of the 1997 and 1998 BA graduates in 1999, two thirds were in for-profit business settings, usually the

sales/service sector. These students often possess good research and writing skills, are good problem solvers, and have well-developed, higher-level thinking ability when it comes to analyzing, synthesizing, and evaluating information. Most find jobs in administrative support, public affairs, education, business, sales, service industries, health, the biological sciences, and computer programming. They work as employment counselors, correction counselor trainees, interviewers, personnel analysts, probation officers, and writers. Two thirds believe their job is closely or somewhat related to their psychology background and that their jobs hold career potential.

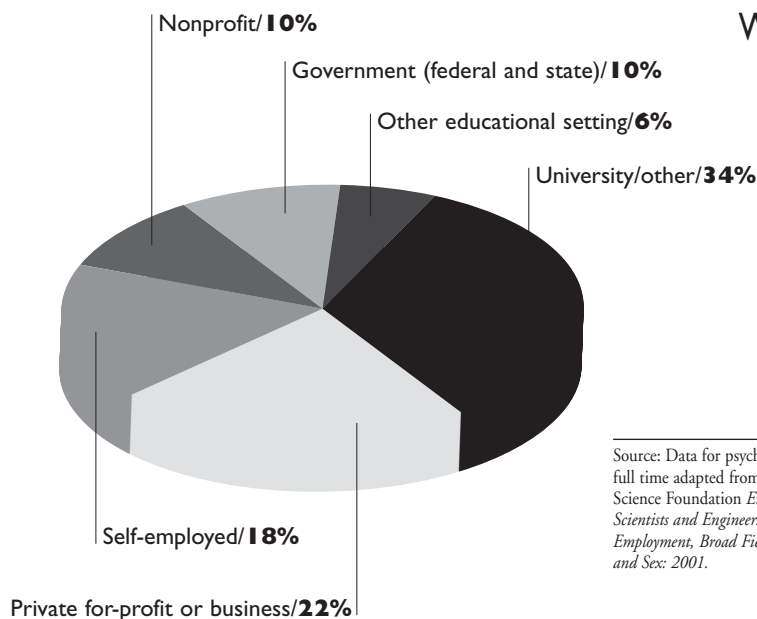
WHAT PSYCHOLOGISTS DO AND WHERE THEY DO IT

P psychology is an extraordinarily diverse field with hundreds of career paths. Some specialties, like caring for people with mental and emotional disorders, are familiar to most of us. Others, like helping with the design of advanced computer systems or studying how we remember things, are less well known.

What all psychologists have in common is a shared interest in the minds and behaviors of both humans and animals. In their work, they draw on an ever-expanding body of scientific knowledge about how we think, act, and feel, and apply the information to their special areas of expertise.

In addition to their particular mix of science and practice, psychologists can be distinguished in terms of where they work. Many psychologists work in more than one setting. For instance, college professors often consult for industry or see clients on a part-time basis. Although it's possible to identify a host of different work settings, for the purpose of this booklet, we'll consider some of the most prominent examples.

WHERE PSYCHOLOGISTS WORK



Source: Data for psychologists working full time adapted from the National Science Foundation *Employed Doctoral Scientists and Engineers, by Sector of Employment, Broad Field of Doctorate and Sex: 2001*.

PSYCHOLOGISTS CONDUCT RESEARCH

Many psychologists conduct research that runs the gamut from studies of basic brain functions to individual behavior to the behavior of complex social organizations. Subjects of such scientific study include animals, human infants, well-functioning and emotionally disturbed people, elderly people, students, workers, and just about every other population one can imagine. Some research takes place in laboratories where the study conditions can be carefully controlled; some is carried out in the field, such as the workplace, the highway, schools, and hospitals, where behavior is studied as it occurs naturally.

Much of the laboratory research is conducted in universities, government agencies (such as the National Institutes of Health and the armed services), and private research organizations. Whereas most psychological scientists are engaged in the actual planning and conduct of research, some are employed in management or administration—usually after having served as active researchers.

DR. LINDA M. BARTOSHUK

is a psychophysics psychologist, researcher, and university professor.



Dr. Bartoshuk is a psychologist and professor in the Ear, Nose, and Throat section of the surgery department at the Yale University School of Medicine. She studies taste and the genetics of taste. At Yale, she conducted research on the genetic variation in people's ability to taste a particular bitter chemical, called 6-n-propylthiouracil, or PROP, and how variation in tasting

shapes health. She and others who study taste have made a number of discoveries about the ability to taste PROP. For example, they have learned that there are gender and race differences in taste perception and that taste patterns affect the foods people choose, and probably, as a result, their health.

Linda M. Bartoshuk, PhD, earned her BA at Carleton College. Although she began her college career as an astronomy major, in her astronomy classes, when she studied people's abilities to compare the

brightness of various stars, she became interested in people's senses. She switched her major to psychology.

After receiving her PhD from Brown University, she worked at the Natick Army Research labs (where research related to food for military personnel is done) and then went to the Pierce Foundation and Yale University in New Haven, CT.

Says Dr. Bartoshuk, "Psychology contributes to health in significant ways. As an academic working in a medical school, my collaboration with physicians has allowed me to use psychophysics to quantify symptoms, thereby advancing the understanding of disorders in my field (taste/oral pain) and promoting patient well-being. Psychology and the science supporting it have never been more relevant to the world around us."

Dr. Bartoshuk has received a variety of research awards and has served in many leadership positions in psychology. She has also served on the American Psychological Association (APA) Board of Scientific Affairs; presented lectures as an APA Distinguished Scientist Lecturer; and served as president of the Association for Chemoreception Sciences (AChemS), the Eastern Psychological Association, and two divisions of APA (The Society for General Psychology; Behavioral Neuroscience and Comparative Psychology). She was elected to membership in the Society of Experimental Psychology, the American Academy of Arts and Sciences, and the National

Academy of Sciences, and she received the AChemS Award for Outstanding Achievement in the Chemical Senses.

Dr. Bartoshuk spends a typical workday at her computer and with patients. She and her students design experiments to study the sense of taste, run the experiments, and then analyze the data. She serves as a subject in experiments, as she never does an experiment on another person that has not been done on her first.

Dr. Bartoshuk says that to be a psychologist you need to have a good background in mathematics and science and you need to observe the world around you and yourself. "Behavior is fascinating. Psychology includes many subspecialties. The more you learn about them, the easier it will be to pick an area that will use your skills and give you great satisfaction."

"I love being a psychologist. We study the behavior we see, but we know how to look beneath the surface to explore mechanisms. We are sophisticated and tolerant thinkers, yet we recognize nonsense. We have impact on the lives of real people, and we care about them. To me, there is no better way to spend one's life. . . . I feel very lucky to be able to do the work that I love. The best advice that I ever gave myself was to go with my heart!"

Cool careers in science: Meet Linda Bartoshuk. *Scientific American Frontiers Archives Fall 1990 to Spring 2000*. Retrieved October 14, 2003, from http://www.pbs.org/safarchives/5_cool/53c_bartoshuk.html

DR. ROBERT RESCORLA

*is a university professor and research psychologist
who studies how we learn.*



Dr. Robert Rescorla became a psychologist because he likes puzzles. “You see a phenomenon and try to understand it,” he says. “I like the logic of

designing an experiment, developing a hypothesis, and testing your ideas.” Dr. Rescorla studies his favorite phenomenon, learning, at the University of Pennsylvania, where he directs undergraduate studies in psychology and is Christopher H. Browne Distinguished Professor in Psychology. Throughout his career, he has discovered and defined the ways that animals (including humans) learn, especially by the power of association.

His love of research was sparked at Swarthmore College, where one professor encouraged students to conduct their own experiments in visual perception. Recalls Dr. Rescorla, “It was exciting to be the first person in the world to know the answer to something.”

After graduating in 1962, he earned a PhD in psychology in 1966 at the University of Pennsylvania. Inspired by a book by one of the field’s early researchers, Dr. Rescorla and Dr. Richard Solomon embarked on a classic series of experiments on the mechanisms of learned fear. Their findings have helped to shape effective therapies for treating phobia and other anxiety disorders.

Dr. Rescorla began his teaching career at Yale University. In 1981, he returned to

the University of Pennsylvania, where in 1986 he was appointed the James M. Skinner Professor of Science. He studies not only how animals and humans learn that one stimulus signals another, but also how they learn that this relationship no longer holds. Dr. Rescorla also figured out how to measure the strength of learning, the key to documenting his observations.

This lifelong researcher has seen his work help to relieve human suffering. Armed with insights into associative learning, clinical psychologists have developed ways to “extinguish” the phobias that develop when people learn to fear a stimulus because it signals a painful experience.

Dr. Rescorla encourages more undergraduate research because, as he learned, “Once you do it, you’re hooked.” At U Penn, he has chaired the psychology department and been dean of the College of Arts and Sciences. He was elected to the Society of Experimental Psychologists in 1975 and to the National Academy of Sciences in 1985. One of his most prized honors is the 1999 Ira Abrams Distinguished Teaching Award of the School of Arts and Sciences at Penn.

Dr. Rescorla has served as president of the Division of Experimental Psychology of the American Psychological Association, the Psychology Division of the American Association for the Advancement of Science, and the Eastern Psychological Association.

For students considering psychology, he recommends a broad liberal-arts educa-

tion and adds, “Take the psychology intro course, and then sample broadly around it so you can find out what psychology is, whether it’s right for you, and what particular topic within it grabs you.”

Dr. Rescorla also urges students to study more biology and math.

“Psychology is increasingly going to have a biological component—not just in the laboratory but in the applied world, for various therapies. Plus, you will need more of a quantitative background.”

DR. STANLEY SUE

is a clinical psychologist, a researcher, and a university professor.



I’m a professor of psychology at the University of California, Davis. Unlike psychologists who specialize in a technique or a theory,

I specialize in a population. Much of my work focuses on Asian American clients, who often have special needs, especially if they are immigrants from the old country.

I went to an all-boys technical high school wanting to be a television repairman. Within a year, I became disinterested in electronics and woodworking, so I switched schools and tried to prepare myself for college. Along the way, I decided I wanted to become a clinical psychologist even though I was quite naive and didn’t know what a clinical psychologist actually did. But I remember always watching a television program called *The Eleventh Hour* that featured both a psychiatrist and a psychologist, and thinking that this is what I wanted to do.

I told my father that I was interested in psychology, particularly clinical psychology. He’s Chinese from the old country and couldn’t understand what a psychologist does and how one could make a

living at it. But I persisted and went to the University of Oregon to major in psychology and then to the University of California at Los Angeles for graduate work. Since then, my three brothers have gone into psychology. The oldest brother even married a psychologist!

At our research center, we’re conducting about 20 projects. One is a major study of the rates of mental illness among Chinese people in the United States. Little is known about Asian Americans in this regard. Many people have been saying that Chinese and other Asian Americans don’t have many mental health problems. But we know that they have problems just like any other group of people, although there are some differences in the distribution of disorders.

What we have found generally, however, is that Asian Americans tend to underutilize mental health services and that those who do use the services are very disturbed. This means that Asian American people with mild disturbances tend not to come in until their problems are serious.

We’re also trying to determine the factors related to mental disturbances among some Chinese people in this country and the factors that seem to insulate others in

this population from mental problems. Several researchers at the center are also studying parent–child conflicts in Asian American families to see if the conflicts are different from those affecting other ethnic families and to identify ways to resolve the conflicts. Other investigators are looking at husband–wife problems to ascertain if they’re unique because of cultural differences. One researcher has developed a scale that measures “loss of face,” which is a particularly important concept for people of Asian descent; fear of losing face affects how they behave. We are also going to look at how much mental health services cost for each ethnic group in our county.

We’ve seen that Asian Americans tend to drop out of treatment when they see therapists who are not ethnically similar, particularly if the patient has limited proficiency in English. It is one of the reasons we need to diversify the work force. If you’re an Asian American who is comfortable in the American culture, you can see a Caucasian therapist, you can see an African American, you can see any therapist. But if you’re very traditional or you’ve just come from overseas, you should have the option of seeing an Asian American therapist.

PSYCHOLOGISTS STUDY SOCIAL DEVELOPMENT

Developmental psychologists study the many behavioral and psychological changes that occur throughout the life span.

DR. PAMELA TROTMAN REID

is a developmental psychologist, a researcher, and a university professor.



Developmental psychologists look at the changes that occur across an entire lifetime. It is a fantastic area because you can do so many different things. You can focus on language development, for example, and study why chil-

dren’s speech may not reflect their thinking. You can look at adolescents and the problems they have in establishing identity. Or you can examine families, from how they use discipline to how they develop attitudes.

There is also a growing interest in adult development and aging, partly because of the graying of America and

partly because we are beginning to realize that we don't stop growing when we reach puberty. Instead, we continue to change and develop in many areas all our lives. Developmental psychologists can investigate adult learning issues at the work place, or the effects of aging on cognition.

I was always interested in science; even as a child I had played with chemistry sets. At Howard University in Washington, DC, I majored in chemistry and thought about becoming a medical doctor. But because so many of my friends were taking psychology as an elective, I did, too. Psychology, I learned, is about both science and the application of science to people. I fell in love with the subject, switched my major to psychology, and then went to graduate school and earned my doctorate in educational psychology.

Today, as a researcher and a professor in psychology at the Graduate School and University Center of the City University of New York, I specialize in social development, with my primary interest in the effect of children's gender and culture. I get a great deal of pleasure from teaching and research.

In some of my studies, I have studied why girls act in certain ways and why boys behave in different ways. One small

body of research had suggested that women and girls are typically more interested in babies than men and boys are. But all this research had been conducted on White children and adults.

So I looked at both Black and White children, and found no difference between African American boys and girls! In 8- to 10-year-old middle-class children, the White girls liked the babies (they looked at them, touched them, and smiled at them); the African American girls liked the babies; and even the African American boys liked the babies. Only the White boys appeared uninterested in the babies. As often happens, the research led to more questions. Now instead of asking why girls are more interested than boys in babies, the question became, Are we socializing White boys so that they don't like babies?

Currently I'm doing research with children who live in shelters because their parents are homeless. I'm learning about the stresses they undergo so that, perhaps, we can help them learn how some children cope and others do not. For me, the important thing is that in psychology, you can research the questions that you are interested in, not only those that someone else has posed.

PSYCHOLOGISTS HELP PEOPLE LEARN

P sychologists provide a number of services—both direct and indirect—to children, youth, and families in schools at all levels, from nursery school through college. Many focus on improving the effectiveness of teaching and student learning, frequently by studying motivation and cognitive processes in the classroom.

School psychologists also provide counseling and crisis intervention services. They help students with learning or behavior problems, learning disabilities, and cognitive deficits. They work with students in schools to prevent violence and other disruptive behaviors. They also serve on interdisciplinary teams that develop individual educational plans for students with special needs. Psychologists work within specialty areas of learning, too, such as the arts and sports.

DR. SYLVIA ROSENFELD

is a school psychologist, a university professor, and a consultant.



A school psychologist has one of the most varied jobs I know of. I am currently a professor in the school psychology program at the University of Maryland in College Park. During my career, I have also been a school psychologist in Madison, Wisconsin, and worked with public schools in several states. I've been a faculty member at Fordham University in New York and at Temple University in Pennsylvania. And I've had the opportunity to work with state education departments and with school systems around the country. (If you like to travel, psychology isn't a bad career!) My doctorate

is in educational psychology, with a specialty in school psychology.

It is important to me to be out of the university occasionally and go into the public schools. For example, I am working with the Howard County (Maryland) school system to change the way schools work with children who have learning and behavior problems.

Students who come into the graduate program in school psychology have usually gained an understanding about human behavior and about the way people interact with their environments from their undergraduate psychology courses. Graduate courses in school psychology provide advanced study on applying research findings in the real world, so you

can help teachers, school administrators, and parents understand how children learn, develop, and are motivated.

One of the courses I teach is on consultation skills, taken in the second year of our graduate program in school psychology. Students spend a whole year working with teachers on solving problems in the classroom. Each week the student and I listen to tapes of those discussions to make certain that the student is acquiring the skills critical to a school psychologist.

I can remember when computers were in basements of huge university buildings. Now they're in many classrooms and most schools. We're using them to keep track of information about children and their academic achievements. Also, we use them to get information. For example, if you have a child with a particular kind of problem in one school, you can use a computer network to find information about this type of problem or to talk to psychologists in other places through e-

mail and computer bulletin boards.

School psychology is one of the oldest areas of applied psychology. It's based on the scientific-practitioner model, which means that our practice has a scientific base and we use the scientific method in our work. There is a school psychologist in almost every school in America. And that's one of the real contributions psychology is making to American children.

We apply what we know—about learning, instruction, motivation, growth and development, and interpersonal relationships—in the school setting. We work with adults and children, so we have to have good interpersonal skills, as well. The school psychologist can help create healthy environments where children and youth can flourish.

Everybody has spent a large part of his/her life in school. But when you come back as a school psychologist, you see the schools in a new way. You have the opportunity to find ways to make them better places for children and for teachers.

DR. MIGUEL YBARRA

is a counseling psychologist and a university professor.



There are many different ways to come into the field of psychology, but the best way is to understand what your strengths are and what it is you want to accomplish. In my case, I started my academic career as a music major (piano/per-

formance). One of my professors helped me see that my strengths, however, were in another area. I decided that there had to be a better fit for me in a different place. One day I suddenly recognized the fact that people often came to me to talk things out. I felt I had a natural ability to help people see the options that were before them. It was at that moment that I

decided to explore what I could get out of (and offer) the field of psychology.

An intimidating prospect that would be required of me, however, was having to master statistics and research methodology. In fact, the very idea of having to learn this material was so frightening, that I almost decided not apply to graduate school at all! The best part of graduate school, however, was that once I started learning the material, it made sense because these “skills” had a real-life application. They became tools that I would use in actually providing the services for which I was training. This was the “best part” of my academic experience because the very thing that almost kept me out of a graduate program became the means to achieve my goals.

During my coursework in counseling psychology at the University of Wisconsin-Madison, I was fortunate enough to work with one of my professors and participate in a study he was directing. The design of this inquiry was to help us learn about the various coping strategies middle school students who live and interact in a multicultural environment use. In other words, we wanted to learn what students do to reduce stress when they are in a setting that is culturally diverse. This experience became even more important to me when I realized that we were also searching for ways to get our findings back to the community that was participating in the study. With great enthusiasm, we presented our find-

ings to the parents and teachers of these students at an open meeting.

Through all of this, I learned that the need for psychologists to bring cross-cultural considerations and multicultural competency to their work is increasing daily because of the changing cultural and ethnic composition of our country. As members of the larger and increasingly diverse society, we need to meet the needs of people from different backgrounds and communities, thus allowing them to build on their strengths. Also, let us not forget the role of language. We must understand the context from which language (and behavior) emanates in order to be successful psychologists, whether we are conducting research, teaching, or providing therapy.

As the field of psychology evolves, we continue to realize how important it is to be inclusive of diversity in terms of ethnicity, culture, gender, sexual orientation, and age (to name just a few). Personally, it is important to me to contribute not only to the field of psychology and to society, but also to my community. I am currently in my second year of teaching in the Counseling Program at Barry University in Miami Shores, FL. In the future, I see myself continuing to help students become quality researchers and educators. I also will continue to give back to the community from which I come; that is, by helping other Latinos/Chicanos, like me, achieve their goals.

PSYCHOLOGISTS PROMOTE PHYSICAL AND MENTAL HEALTH

P sychologists as health providers span a large and diverse spectrum of subfields. Some psychologists work alone, with patients and clients coming to the psychologist's office. Others are involved in health care teams and typically work in hospitals, medical schools, outpatient clinics, nursing homes, pain clinics, rehabilitation facilities, and community health and mental health centers.

Increasingly, psychologists in independent practice are contracting on either a part-time or a full-time basis with organizations to provide a wide range of services. For example, a psychologist can join a health practice and work with a team of other health care providers, such as physicians, nutritionists, physiotherapists, and social workers to prevent or treat illness. This team approach, which is likely to become more common in the future, frequently includes efforts to change unhealthy behaviors and ensure that patients follow the recommended treatment. The team also helps patients cope with stress.

Psychologists also instruct students who are training to become health care professionals, such as physicians and nurses, about the psychological factors involved in illness. And they advise health care providers already in practice about the psychological bases of some illness so that symptoms that are psychological in origin can be better diagnosed and treated.

DR. DOROTHY W. CANTOR

is a clinical psychologist in private practice.



Dorothy Cantor, PsyD, likes to help people solve their problems. Her work as a clinical psychologist with a private practice in New Jersey allows her plenty of opportunity to do so. She helps individuals from teenagers to octo-

genarians, and some couples, with varied psychological or relationship concerns.

Dr. Cantor earned her PsyD, a professional psychology doctorate, in 1976, was licensed in 1978, and since then has practiced psychodynamic therapy, which assumes that a person's early years are a critical part of their current problem and explores them in the context of the

patient-therapist relationship.

Coordinating with psychiatrists if medication is involved, she says, “I listen with the ear of someone who is trained to understand the dynamics of what the person is saying, and respond with comments that are both artful and theory based, to help the person see things differently.”

Psychology wasn't Dr. Cantor's first career. “I was originally trained to teach because that's what most women who went to college in the 1950s did,” she says. Beginning when her children were in preschool, she earned two master's degrees (in reading education and school psychology) at New Jersey's Kean College. She went on to earn the newly offered PsyD, a doctoral degree designed for people who want to practice psychology, at Rutgers University's Graduate School of Applied and Professional Psychology.

Says Dr. Cantor, “It was important that the schools I attended be close to home so that I could combine my education with being a mom. . . . and Rutgers is 35 minutes from home!”

Dr. Cantor earned her doctorate so that she could be licensed to have a clinical private practice. “As a school psychologist, I did a lot of the assessing of problems, but never got to help alleviate them,” she says.

To be a good psychologist, says Dr. Cantor, you should be a good listener,

nonjudgmental, smart, and “flexible to apply scientific theory to people in a non-formulaic way, which takes a certain creativity.” She advises students entering the field to prepare for many years of education, all the way to the doctorate. Still, she says, “The rewards are just so great. It's so gratifying to be helpful to people on an ongoing basis.”

Dr. Cantor is also past president of the American Psychological Association and current president of the American Psychological Foundation. This much-honored psychologist has written many articles and several books, including *Women in Power* (with Dr. Toni Bernay), *What Do You Want to Do When You Grow Up?* And *Finding Your Voice*. And she has appeared as an expert on many television shows, including *Good Morning America*, *Prime Time Live*, and the *Today* show.

What lies ahead? Dr. Cantor expects psychology to become more of a part of the bigger health care system, as people come to understand how mind and body interact. “I hope that people will go for mental-health checkups the way they go for physical health checkups,” she says.

As for her career, she says, “My role model is an 87-year-old colleague who's still practicing. I plan to write a few more books. And then, as always, I'll see what opportunities present themselves. There are just so many opportunities for psychologists.”

DR. DANIEL ABRAHAMSON

is a clinical psychologist, a consultant, and a researcher.



It's important to pick a career that suits your temperament and your likes and dislikes. I grew up in a family that values helping people who are less fortunate and less able to take care of themselves. So psychology was a natural choice for me. I studied clinical psychology in graduate school.

I also went into psychology because I thought it would provide more variety than any other field I'm aware of. I am an administrator, consultant, and researcher. I see patients, work in the community, and am involved with professional groups such as the American Psychological Association. Furthermore, I am surrounded by colleagues who share my excitement.

At the Traumatic Stress Institute, a private health organization in South Windsor, Connecticut, which I helped found, we deal with trauma—everything from natural disasters and industrial accidents to physical and sexual abuse. The institute is a new kind of model for independent practice because we do more than sit in an office for 50 minutes of psychotherapy with a patient—although we do that, too. But we also do research, training, and community education to help traumatized individuals get their lives back on track as quickly as possible. We reassure people who experience trauma that their responses are normal so that they don't think they're

going crazy. If it's a young person, we might also work with teachers and administrators in the schools.

We advocate for public policy that provides services and secures rights for those who have experienced traumatic events. We work with the legal system to help people get disability and victim's assistance. One of our psychologists is involved in forensic work, helping judges and attorneys sort out issues about traumatic events that are not always clear-cut in the courtroom. For example, why might someone delay the reporting of a rape or other violent crime?

We also develop psychological measures to try to understand the impact of trauma on the lives of individuals, families, and communities. And we research the types of treatments that are most effective.

In terms of prevention, we work with businesses smart enough to realize that a traumatic situation, such as an industrial accident, can occur. In such cases, we prepare the key people in the organization to respond in a way that not only reduces the immediate impact of the situation but also the long-term consequences.

Five years from now, I hope I'll be doing more work on the significant problems in the working world. As companies modernize and prepare for the 21st century, psychologists can help them figure out how to treat people in a way that allows them to maintain their dignity and to keep themselves productive members

of the work world. In this way we can avoid some really serious problems in corporate America.

I can't think of a single part of our culture, a single part of the world that we

live in, where psychology doesn't have something to contribute. I get excited when I think that I can make a difference in somebody's life. I love the field.

DR. CAROL MANNING

is a neuropsychologist and a university professor.

My doctoral degree was in clinical psychology. I do clinical work, research, and teaching at the University of Virginia. All three aspects of my career are very important to me.

For example, I work in a memory disorders clinic as part of a team of neurologists, nurses, and medical technicians. I oversee patient treatment apart from medication. What I learn in my research, I use in my clinical practice. And in my clinical practice, I learn the important questions to ask in my research.

One of my patients who has Alzheimer's disease is in a clinical drug trial involving an experimental medication. No one knows if he is receiving medication or a placebo, which is something that looks like the medication but actually isn't anything at all.

I assess this gentleman periodically and also talk with his wife occasionally to determine whether his condition has changed. I test his ability to remember things, and I look to see if the kinds of judgments he makes are the same kinds of judgments you or I would make. I test his ability to know the time and the date and the place—to see if he knows generally where he is. I look at his ability to copy

drawings and also to remember those drawings. I also check his attention span.

Computers are becoming increasingly important in all kinds of science, including psychology. A lot of psychology now involves programming models to understand the networks of the brain. I use computers to run experiments. This morning I tested a patient's spatial memory, where he had to remember where words were placed on the screen. I also use computers for statistics—to figure out what my data means.

I teach in the Department of Neurology, and some of my work involves supervising graduate students. It's most important that my students are truly interested in psychology and in the projects they're working on. They need to think creatively, they need to be determined, and they need to work thoroughly and carefully.

I'm helping one graduate student learn to do therapy and to assess patients. Another graduate student works with me on research studies. She helps me guide people through the research program on the computer. She analyzes data, and she's learned to do statistics and how to design studies. We write papers together

for publication.

If you're interested in psychology, I'd advise you to take psychology courses as an undergraduate. And try to work in a research laboratory so that you can get some insight into what the field is really like.

Many of today's students are encouraged to take time off between undergradu-

ate and graduate school because it's a long haul and it takes a lot of determination.

Sometimes I think it's nice for people to have a break in there. It takes persistence to earn a doctorate in psychology, along with a great interest in psychological research, science, and people. It takes a long time—but I think it's well worth it!

DR. BARBARA A. BRAUER

is a clinical psychologist and a mental health program administrator.



I was born in Evanston, Illinois, the oldest of three children. Apparently, I was born deaf. We don't know what caused it. There is no deafness in the family records, and my sister and brother both hear.

When I was about two and a half years old, I was sent to the Lutheran School for the Deaf, in Detroit. When my parents thought that I had learned all I could there, they enrolled me in the Evanston public school system. Thus I was mainstreamed into the sixth grade at the age of 10.

It worked out beautifully for me. The first year I had a special education assistant to help me make the transition. One of the first things that struck me was that I was getting a far superior education than at a school for the deaf.

After the first year, I was on my own. I now wonder how I ever did it. It wasn't too bad when I was in high school

because most of the lectures were in the textbooks. In college, however, much of what the professors were saying was not in the texts. There were no interpreters in those days, so I'd borrow my classmates' notes and type them up fast so I could return them. (It was before there were photocopy machines!)

In a high school civics class, I saw some films about possible professions, and psychiatry caught my eye. However because medical schools in those days did not admit deaf people, I decided to go into psychology. I got a master's in counseling from Columbia University, a doctorate in educational psychology from New York University, and did an internship in clinical psychology at Saint Elizabeth's Hospital in Washington, DC.

Today, there are about 25 deaf psychologists in the country. I was one of the first three "pioneers," and also the first deaf woman to become a psychologist. I worked for 12 years in a unit for deaf people at St. Elizabeth's Hospital, where I did individual, group, and family therapy, and

program evaluation. Then I came to the mental health research program at Gallaudet University; Gallaudet is the only 4-year liberal arts college in the world for people who are deaf or hard of hearing.

In addition to teaching, I also did research at Gallaudet on translating paper-and-pen types of psychological tests into sign language for videotape format so that deaf people can take these tests on computers anywhere. (Four tests have been translated.) Deaf people, by and large, cannot read at the level required to understand the questions on the psychological test, especially the idioms. For example, one test has a question that asks: "Do you sometimes feel like you are all thumbs?" Deaf people don't understand that question.

After 14 years, I moved into administration and now direct the Community Counseling and Mental Health Clinic at Gallaudet. This clinic, the first of its kind, was established primarily to train deaf students in counseling and clinical psychology.

A psychologist doesn't have to be deaf to work well with deaf clients, but must master sign language and know about and understand deafness, deaf people, and deaf culture. By the same token, it is not easy for a student who is deaf to become a psychologist because mastery of the English language is required, particularly to write a thesis. It is only in recent years that some clinical psychology programs have started admitting deaf students. But there is a big demand for psychologists to work with the deaf, and jobs are available.

DR. LYNN REHM

is a clinical psychologist, a researcher, and a university professor.



I always had an interest in science. As a math major at the University of Southern California, I worked on a research project using some fairly complex mathematical and statistical approaches to try to understand the nature of intelligence. I liked the idea of applying mathematics to complex human problems.

I decided to do my doctoral work in clinical psychology partly because the field is so broad; there are roles for clini-

cal psychologists in virtually every setting. I like that. For example, I see patients and also supervise graduate students who see patients. I also teach abnormal psychology at the University of Houston and work with graduate students on their research.

In addition, I do research. It's exciting to design a project, study a problem, reap the data, and then be able to look at the numbers and detect a pattern. Such research helps us better understand what we're doing in treatment and the nature of various kinds of problems that people have.

My particular interest is clinical depression: how it occurs, who develops depres-

sion and why, and how the illness can be treated. Clinical depression involves more than just feeling blue. It's a change in mood that won't go away and interferes with daily functioning. Some of the symptoms are fatigue, loss of appetite, difficulty in sleeping, and loss of interest in sex.

Depression has its roots in a person's psychological and biological make-up as well as in the person's environment. Depression is a common problem and one that many people don't recognize, even though they themselves may be severely depressed or living or working with a depressed person.

I have also become interested in how to detect depression in different settings. I've worked with school children to try to prevent depression. I've consulted with staff at a correctional facility to set up a depression treatment program for prisoners. I'm now working in a Veterans Administration hospital, where we look at

depression in posttraumatic stress disorder.

I've developed a therapy program that takes a cognitive-behavioral approach to help people overcome depression by teaching them about the nature of depression itself and how to change some of the pieces that make up the disorder.

I find working with depression rewarding because this mood disorder is eminently treatable. You see changes in patients, in their outlook on life, and in their view of themselves. It's great, for example, to see the return of a sense of humor in a patient because it is often one of the best indicators that he or she is getting better.

Depression also has an effect on loved ones who want so much to offer help and encouragement but find it frustrating and difficult to live with a depressed person. So when a patient improves, you also see gratifying changes in the whole family.

DR. RODNEY HAMMOND

is a health psychologist and a violence-prevention program administrator.



I had always wanted to work in the community on real-world problems. As a health psychologist focusing on violence, I can do that.

When I started as an undergraduate at the University of Illinois, Champaign-Urbana, I hadn't decided on my major. But, to help finance my education, I took a part-time job in a

child development research program sponsored by the psychology department. There, I observed young inner-city children in settings designed to enhance their learning. I saw first-hand the contributions psychology can make, and I knew I wanted to be a psychologist.

After completing undergraduate work in psychology, I went on to earn my doctorate, focusing on children, both in school and in the community. When I

graduated, there was no such thing as a health psychologist. I started as an assistant professor in a doctoral program in school psychology at the University of Tennessee. But soon, I went on to direct a children's program at Meharry Medical College in Nashville. As a psychologist in a medical setting, I could help children with health problems and also help their families and the physicians who worked with them.

At Meharry, I was in charge of an extensive and innovative program with an interdisciplinary staff. We worked with children who had developmental disabilities, dealt with child abuse and neglect, developed partial hospitalization for children with emotional problems, and created prevention programs for youth at risk. Following that position, I became assistant dean at the Wright State University School of Professional Psychology in Ohio, where I trained clinical psychologists and directed a program, PACT (Positive Adolescent Choices Training) to prevent homicide and violence among minority youth.

Today, I am the director of the Division of Violence Prevention, National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention (CDC). Through the Division of Violence Prevention, I oversee the

work of the CDC to prevent injuries and deaths caused by violence. The division, with its budget of more than \$90 million, manages research, surveillance, and programs in intentional injury; homicide; suicide; youth, family, and intimate partner violence prevention; and rape and sexual assault prevention.

As director of this CDC division, I oversee the world's largest contingent of public health experts and scientists in the world working on violence issues and prevention. These experts and scientists work in a variety of fields, including medicine, sociology, anthropology, criminology, and epidemiology. I am also involved in global efforts to prevent violence through the World Health Organization and Pan-American Health Organization.

Through my work, I've been able to achieve a career level unprecedented by a psychologist—I am the first psychologist to serve as the director of a division of the Centers for Disease Control and Prevention. As you can see from my experience and background, my early work as a health psychologist was the basis for, but just the beginning of, this adventure. Psychology is much more than the traditional roles you may be aware of. When you think of a career in psychology, think beyond those limited roles!

PSYCHOLOGISTS STUDY AND CONTRIBUTE TO THE WORK ENVIRONMENT

Anywhere people work, and anything they do while at work, is of interest to psychologists. Psychologists study what makes people effective, satisfied, and motivated in their jobs; what distinguishes good workers or managers from poor ones; and what conditions of work promote high or low productivity, morale, and safety.

Some psychologists design programs for recruiting, selecting, placing, and training employees. They evaluate, monitor, and improve performance. They help make changes in the way the organization is set up.

Others help design the actual tasks, tools, and environments with which people must deal when doing their jobs. These specialists can also help design the products that organizations turn out and conduct research related to product design. For example, they play a big role in making computer hardware and software more user-friendly, which in turn contributes both to operator performance in the workplace and product acceptability in the marketplace.

Psychologists with training in mental health and health care also deal with the health and adjustment of individuals in the work setting. They work with employee assistance plans that provide help with drug or alcohol addiction problems, depression, and other disorders; they also foster healthy behavior.

DR. ELIZABETH KOLMSTETTER

is an industrial psychologist, a researcher, and a program administrator.



“If we are going to keep up with the ‘bad guys,’ we need to keep skills and procedures moving forward,” says Dr. Elizabeth Kolmstetter, the industrial psychologist who led the drive

to heighten airport security after September 11 and continues the work. Following the September 11, 2001, attacks, Dr. Kolmstetter helped lead a massive effort to hire more than 50,000 airport screeners for the government. The undertaking—called for in the Aviation and Transportation Security Act that

President Bush signed into law soon after the attacks—sought to strengthen airport security screening by federalizing it.

Dr. Kolmstetter is the director of Standards, Testing, Evaluation, and Policy for the Transportation Security Administration (TSA). As director of the screeners project, she created a team of industrial psychologists, medical experts, and trainers to develop higher standards and the accompanying tests for screeners' physical ability and competency. The new standards required applicants to demonstrate proficiency in security screening functions and technology and the ability to meet customer and security needs.

The team first determined the skill-level requirement for each element and then tested applicants using physical ability and competency measures. Using the newly established standards, TSA processed more than 1.8 million applications and hired about 50,000 screeners by the congressionally mandated deadline. Throughout the process, the team faced many obstacles, but, says Dr. Kolmstetter, "We did get it done. And we did it against unbelievable odds."

According to Dianne Maranto, the American Psychological Association director of psychology in the workplace, "Having come from the National Skill Standards Board, Dr. Kolmstetter was

ideal for this project, which required the team to begin with the empirical establishment of performance standards for these jobs. . . . Once you establish performance standards, everything else flows from that—selection tests, training and job performance evaluations."

Dr. Kolmstetter received her PhD in industrial/organizational psychology from Virginia Polytechnic Institute and State University. In her current position, she is responsible for all job analyses, testing and assessments, and related research for the Security Screener and Law Enforcement Officer workforces at TSA. She is also developing standards for flight deck officers so they can carry firearms in the cockpit.

Dr. Kolmstetter has served as senior technical director for Standards, Assessment, and Certification at the National Skill Standards Board (NSSB), Department of Labor; and as chief of Personnel Assessment and Research at the Federal Bureau of Investigation.

"Being a psychologist, it was fascinating for me to watch the team's different backgrounds come together for this. We didn't have a rulebook to follow. A lot of it had to be done with creativity and innovation."

DR. DAVID SIROTA

is an industrial/organizational psychologist and a consultant.



When I began my career as an industrial/organizational psychologist there was an emphasis on testing—ability testing, personality testing, and

so on—in an effort to put the right person in the right job. Today, the emphasis is turning to establishing the atmosphere most conducive to productivity and quality work.

The field has become extremely influential, in part because of the overwhelming competition from Japan. Studies indicate that Japanese companies tend to manage the way industrial/organizational psychologists say people should be managed.

Most industrial/organizational psychologists hold that people go to work wanting to do good work. Nevertheless, when we look at a company that has a problem—let's say, a drop in customers or a large turnover in labor—we see large percentages of people not working very hard. When we analyze what causes people to lose their motivation, the answer usually has to do with how they're being managed. For example, if management treats employees like children or criminals, the employees are likely to become demoralized.

I had wanted to be a psychologist since I was a psychology major at City College of New York. (I originally thought I would go into engineering.) One great influence on me was my father. He was a strong union man. From him I

learned that workers' opinions are very important to a company's overall well-being. While earning my doctorate in social psychology at the University of Michigan, I also became enamored of survey work at the university's Institute for Social Research.

I was an industrial/organizational psychologist for IBM for 13 years and then set up my own consulting firm, Sirota and Associates, in New York City. We do work for companies all over the world. Earlier in my career, I also taught at a number of universities.

My particular branch of the field focuses on data collection. We diagnose an organization's problems by surveying people in the organization through questionnaires, informal interviews, focus groups, or a combination of all three methods. Why do employees stay with the company? What helps them produce quality products or quality service? Do they have the right training, the right equipment, the right management, the right whatever? Does the way management treats employees cause them to feel good or bad about the company's customers? Often we interview the customers, too. All these variables comprise the heart of what we do.

We come back to management with our analysis. We try to be candid, but not abrasive, pointing out what's being done well and the opportunities for improvement. We then try to get the managers involved in coming to their own solutions.

Unlike a doctor who finds out what's wrong with you and then writes a prescription, most industrial/organizational psychologists want people to become their own doctors. We're not necessarily inter-

ested in people liking each other or becoming "nice guys," per se. Of course, it's good if they do, but what we want is for them to deal with what has to be done in terms of business objectives.

GETTING READY TO WORK IN PSYCHOLOGY

If you are interested in a career as a psychologist, you have to complete graduate school in psychology. While most graduate programs in psychology are in academic departments located in the university colleges of arts and sciences, some are located in professional schools of psychology, education, business, medicine, and engineering.

Take time to research your choices. The program should match your interests. Although most psychology departments offer a breadth of education in the discipline of psychology, they vary in their strengths or areas of emphasis. You need to find out what those are and match them to your graduate education interests. The areas of expertise and research interests of individual faculty members can be a guide to you in matching your career interest with a specific area of research or practice in psychology.

A graduate or professional school's catalogue, brochures, and Web site are generally the best and most current sources of information about the nature of each graduate program and its program and admission requirements. A composite source of such information is available also in the American Psychological Association (APA) publication *Graduate Study in Psychology*, which can be ordered through the APA via e-mail: order@apa.org; telephone: (800) 374-2721; or at the Web site: apa.org/books/.

Throughout the application process, discuss your plans with an advisor or your undergraduate faculty. Apply to a number of programs that offer you a reasonable chance of acceptance. For more information, you may contact the APA Education Directorate at 750 First Street, N.E., Washington, DC 20002; e-mail: education@apa.org; or Web site: apa.org/ed.

High School Preparation

A strong college preparatory high school education is a good beginning for a career in psychology. Courses in science, math, English, history, social studies, and a foreign language are important. Science and math are particularly important because they provide the necessary skills for research and analysis in college psychology courses. Some high schools offer a course in psychology, which can give you an overview of what the field is about. You can also find a volunteer job where psychologists work, or read about psychology in newspapers and magazines to explore the field. Do not be misguided, however, by popular stereotypes of the field. Psychology is a broad behavioral science with many applications.

Bachelor's Degree

Most undergraduate programs require a blend of science and liberal arts courses for a bachelor's degree in psychology. The courses usually include introductory psychology, experimental psychology, and statistics. Other required courses can be in learning, personality, abnormal psychology, social psychology, developmental psychology, physiological or comparative psychology, history and systems, and tests and measurement. Typically, you will be ready to take electives in psychology by the time you are a college junior. This is a good time to make graduate school plans so you can make wise choices about future courses and extracurricular activities during the last 2 years of college. Know, however, that as long as you've taken the basic electives in psychology, you don't always need to have a bachelor's in psychology to get into a graduate program in the field.

The Value of the Undergraduate Degree

Psychology majors, whether they have gone on to careers in psychology (the majority do not) or other fields, cite courses in the principles of human behavior as especially important to life after college. The additional insight gained from these courses helps them, whether they are functioning as parents at home, managers on the job, or professionals in other fields.

Many bachelor's degree holders credit their college psychology courses with teaching them how people, including themselves, learn. "I use information on learning theory every time I conduct a training session for my employees," says a manager in a consumer products company.

Above all, it is the rigorous training in the scientific method—the need to do thorough, objective research, analyze data logically, and put forth the findings with clarity—that stands psychology majors in good stead as they pursue their future careers.

Graduate School

Most graduate departments make entrance decisions on a variety of factors, including test scores, GPA, course selection, recommendations, and practical experience. Most departments furthermore require that you take a standard aptitude test, usually the Graduate Record Examination (GRE). Although programs vary in the weight they attach to test scores, successful applicants typically score well above 500 on both the verbal and quantitative portions of the GRE. Determine if your GRE scores will qualify you for consideration by the institution to which you would like

to apply. Competition for spaces in graduate school is keen.

Master's Degree

Undergraduate course requirements for a terminal master's degree are relatively few: usually, a background in introductory or general psychology, experimental psychology with a laboratory course, and statistics. The university usually takes the undergraduate grade point average (GPA) into account, too.

A recent survey of 26 psychology master's programs shows that the most commonly required courses once you are in the master's program are those with industrial/organizational content, statistics, and research design. Course work at the master's level often also includes study in ethics, assessment, program evaluation, and personality related topics as well.

A master's degree in psychology, along with preparation in the natural sciences or mathematics, is increasingly valued by doctoral programs in psychology. Each doctoral program also decides which credits earned at the master's level it will accept for transfer. Occasionally, students need to repeat some course work. Some institutions will not accept a master's degree from any school other than their own. For these reasons, it is important to ask questions about these and other issues early in the application process.

Doctoral Degree

Each graduate program determines its own entrance requirements. Some doctoral programs require applicants to have a master's degree in psychology. More commonly, students can enter the doctoral programs with a bachelor's degree and work directly on a doctoral degree.

Earning a doctoral degree typically

requires at least 4 years, with the median time to degree being closer to 7 years of study after the bachelor's degree. Early in the graduate program, you will probably take course work in the core areas of psychology. You will work with a professor to learn how to do research; you'll also study how psychological research is applied to life situations. Once you have completed all the course work, you must pass a comprehensive exam and write and defend a dissertation or other scholarly product.

If you want to be a professional psychologist in clinical, counseling, school, or other health service areas of psychology, you will also have to complete a 1-year internship as part of your doctoral study in these areas of practice. Some universities and professional schools offer a PsyD degree in lieu of the traditional research doctoral degree PhD or EdD degree. In choosing applicants, these programs may look for candidates who already have clinical experience or other work experience in applied psychology.

The Importance of Accreditation

There are two kinds of accreditation: institutional and specialized. Institutional accreditation certifies that an institution has met minimum standards of quality. It is granted by one of seven regional accrediting organizations recognized for this purpose by the U.S. Department of Education. Membership in the APA requires that one's doctoral degree in psychology or equivalent be from an accredited institution. Most state licensing boards in psychology also have such a requirement, though some require that the licensure applicant have graduated from an accredited doctoral program in psychology. The latter is what we refer to as specialized accreditation.

Specialized accreditation only applies to professional programs. It certifies that the program meets the minimal standards of quality as defined by that profession. In the field of psychology, specialized accreditation is granted by the APA Committee on Accreditation and applies only to doctoral programs, internships, and postdoctoral residency programs in professional psychology. Increasingly, employers and health services reimbursement companies require that the psychologists whom they employ or reimburse be graduates of accredited programs in professional psychology.

For more information about accredited programs, contact the APA Education Directorate at 750 First Street, N.E., Washington, DC 20002-4242; e-mail: education@apa.org.

If You Need Financial Aid

You may be able to get financial aid to attend both undergraduate and graduate school. Assistance comes in different forms: fellowships, scholarships, grants or subsidies, work study programs, federal loans, and teaching or research assistantships. Graduate assistantships and work study require part-time work.

Students seeking financial aid for a graduate degree should get advice as early as possible. Consult with both the psychol-

ogy office and the office of financial aid on your own campus and also with the office of financial aid at the school to which you are applying. Students of ethnic minority background should also contact the APA Minority Fellowship Program: www.apa.org/mfp/.

Licensure and Certification

For independent practice as a psychologist anywhere in the United States or Canada, you must be licensed for such. Before granting you permission to take the licensing exam, the state licensing board will review your educational background. A doctoral degree does not automatically make you eligible; requirements vary from state to state. At a minimum, states require that the doctorate be in psychology or a field of study “primarily psychological in nature” and that it be from a regionally accredited institution. You also must have had at least 2 years of supervised professional experience. Information about state and provincial licensing requirements can be obtained from the American Association of State and Provincial Psychology Boards (ASPPS) at the following addresses: P.O. Box 4389 Montgomery, AL, 36103 or <http://www.asppb.org>.

APA RESOURCES FOR STUDENTS

The major organization of psychologists around the world, the American Psychological Association, has worked for more than 100 years to advance psychology as a science, a profession, and a way to promote health and human welfare. It has more than 150,000 members and affiliates.

Student affiliates

Undergraduate and graduate students taking courses in psychology are eligible for membership in APA as student affiliates. Student affiliates receive free subscriptions to the *American Psychologist* journal *The APA Monitor on Psychology* and *gradPSYCH*, the quarterly magazine written especially for psychology students. Both the *Monitor* and *gradPSYCH* cover information psychologists need to succeed in their careers well as extensive job listings. Student affiliates may purchase APA publications at special rates and attend the APA annual convention at a reduced registration fee.

Graduate student association

All graduate student affiliates of APA are automatically members of the American Psychological Association of Graduate Students (APAGS), created in 1988 as a voice for psychology students within the larger association. (Undergraduates can join APAGS by paying a small additional fee.) APAGS was formed by graduate students as a means of establishing communication

between students and other members of the psychological community, including universities, training centers, and other members of the APA governance structure. APAGS represents all graduate study specialties of the discipline and is run by student leaders elected by the APAGS membership. In addition to a variety of other initiatives, the group sponsors programming at the APA annual convention each year and distributes a quarterly newsletter to its members. Please visit www.apa.org/apags/ for more information.

Student membership in APA divisions

APA student affiliates are encouraged to apply for affiliation in one or more APA divisions. The divisions bring together psychologists of similar or specialized professional interests. You can obtain more information about APA divisions at www.apa.org/about/division.html.

Minority Undergraduate Students of Excellence (MUSE)

The MUSE program is administered by the APA Office of Ethnic Minority Affairs. The program provides information on application and financial aid procedures to outstanding minority undergraduate students interested in graduate psychology studies who are selected through a nomination process. For more information, contact the APA Office of Minority Affairs: www.apa.org/pi/oema/.

The APA Diversity Program in Neuroscience

This program provides fellowship support to students who are interested in research related to the mental health and psychological well-being of ethnic minorities. For more information visit the Diversity Program in Neuroscience Web page at www.apa.org.

Publications

APA publishes about 3 dozen peer-reviewed journals and more than 500 books in the major interest areas in psychology. APA also produces several electronic databases, two of which contain abstracts of the psychological literature. *PsycINFO* contains abstracts from 1887 to present, and *PsycARTICLES* contains the full text of 50 journals published by APA and allied organizations from 1988 to the present.

To help individuals negotiate the sequence of activities involved in becoming a psychology student and a psychologist, APA has developed a line of books for undergraduate and graduate students as well as those who are just now planning to go to college. *Is Psychology the Major for You?* helps individuals decide on and prepare for an undergraduate major in psychology. Students interested in graduate school find that *Getting In: A Step-by-Step Guide to Gaining Admission to Graduate School in Psychology* helps to guide their decision making, structure the application process, and maximize their chances of being accepted and getting financial aid. *Graduate Study in Psychology and Associated Fields* complements *Getting In* by summarizing more than 600 programs of study in psychology, requirements for admission for

each program, deadlines for applications, and other details potential applicants need to know about specific schools.

The Publication Manual of the American Psychological Association and *Mastering APA Style: Student's Workbook and Training Guide* help both undergraduate and graduate students with their class papers and, for those who go on to graduate school, prepare them to submit articles to psychology journals. *The Publication Manual* is often required reading for students in psychology and many of the other social sciences. A Spanish-language version is now available, titled *Manual de estilo de publicaciones de la American Psychological Association*. Additional resources to help both undergraduate and graduate students include *Presenting Your Findings: A Practical Guide for Creating Tables; Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations; Library Use: A Handbook for Psychology (3rd Edition);* and *Journals in Psychology: A Resource Listing for Authors.*

Understanding Multivariate Statistics helps graduate students understand the scientific articles they will be required to read as a major part of their training. Because the book clearly explains which multivariate statistics are most appropriate for which kinds of research questions, it also helps prepare students for graduate statistics courses and for eventually conducting their own research.

Dissertations and Theses From Start to Finish: Psychology and Related Fields gives students essential guidance on what is perhaps the most challenging task of their graduate career. This easy-to-follow book covers such areas as choosing a topic, finding a chairperson for a dissertation or thesis

committee, preparing a proposal, designing and conducting the research, writing the dissertation or thesis, and defending it.

Research has shown that students who are mentored enjoy many benefits, including better training, greater career success, and a stronger professional identity. *Getting Mentored in Graduate School* advises students on how to find a mentor and get the most out of that relationship.

Doctoral-level students will find *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Match* an invaluable guide to successfully navigating the internship application process. Helpful checklists, sample real-life application materials, and realistic advice for writing cover letters are included.

GradPSYCH is the graduate student magazine of the American Psychological Association and is published 4 times per year. GradPSYCH is a membership benefit of the American Psychological Association of Graduate Students (APAGS), the student organization within APA. GradPSYCH provides timely articles about emerging trends in psychology practice, research, education, and the nation's marketplace and infrastructure as they affect students and their future careers; employment and salary data pro-

files of innovative psychology careers; cutting-edge information on graduate training and supervision, including internships, postdocs, and dissertations; and classified advertising to help students find internships, fellowships, postdocs, and other career opportunities.

Finally, *Psychology 101½: The Unspoken Rules for Success in Academia* and *The Compleat Academic: A Career Guide* both provide sage advice to future psychologists and young psychologists in academia by passing along some of the "tacit knowledge" that can make the difference between success and failure in a new career.

Many public and university libraries carry these books. You can also order them or other books from APA's extensive catalog by calling 1-800-374-2721. (In Washington, DC, call 336-5510.) Books may also be ordered by e-mail via order@apa.org.

APA on Internet

PsychNet is APA's home page on the Worldwide Web. It contains information for psychologists, psychology students, media, and the general public. The Internet address is <http://www.apa.org>.

Mental Health Professionals

<u>Professional Name</u>	<u>Degree Required</u>	<u>Education</u>	<u>License Held</u>	<u>Role</u>
Professional Counselor*	M.A., M.S., M.Ed., Ph.D., Or Ed.D.	At least 2 to 3 years of graduate education	Licensed Professional Counselor	Assessment & counseling emphasizing a prevention & development &/or treatment & diagnosis perspective
Psychiatrist	M.D.	Medical school with residency in psychiatry	Medical Doctor	Psychiatric evaluation & assessment, prescription of medication, psychotherapy
Psychologist	Ph.D.	4 to 7 years of Clinical or Counseling Psychology, research oriented degree	Licensed Psychologist	Psychological evaluation & assessment, psychotherapy, research
Psychologist	Psy.D.	Same as above but more focus on clinical experience	Licensed Psychologist	
Clinical Social Worker	M.S.W. or Ph.D.	At least 2 to 3 years of graduate education	Licensed Masters Social Worker— Advanced Clinical Practitioner	Focus is on linking clients with community resources, psychotherapy
Marriage & Family	M.A., M.S., M.Ed., Ph.D., or Ed.D.	At least 2 to 3 years of graduate education	Licensed Marriage and Family Therapist	Focus is on application of family systems theories, assessment, psychotherapy

*The difference between a masters and a doctoral level counselor in counseling is that the doctoral degree allows the counselor to teach in a university and to have greater depth of clinical experience, greater depth of knowledge in conducting research, and greater expertise in the development and administration of comprehensive programs.

Getting into a Graduate Program in Psychology

Getting into a graduate program in psychology can be rather complex and confusing. There are many different paths you can take and a variety of hurdles. **BUT DON'T PANIC YET!** Take it one step at a time. Read over this handout a few times. Write down any questions you may have and bring those questions to one of us, the faculty. We'd be happy to help.

THE DIFFERENT AREAS OF GRADUATE STUDY

There are several types of graduate programs in psychology, the most common ones being: experimental, developmental, social, biopsychology, cognitive, clinical, counseling, school, and organizational psychology (also known as industrial-organizational psychology, or simply "IO"). These last four (clinical, counseling, school, and IO) are considered by the American Psychological Association (APA) to be the four distinct areas of **applied** psychology.

Other more specialized graduate programs might be devoted to sports psychology, psychology and law, or behavioral medicine. Large psychology departments at large universities may include many of the most common programs, but most universities will only have a few of them.

The best source of information about these various programs is the book **Graduate Study in Psychology** published by the American Psychological Association. It lists, by state, most of the graduate psychology programs in this country. It includes information about admission criteria, how many students are accepted each year, number of faculty members, and where to get more information and an application.

The chairperson and other faculty in our department can loan you this book (unless past students have failed to return the copies they borrowed!). The library also has a copy as well as other books about graduate school. You can order *Graduate Study in Psychology* directly from: American Psychological Association, Order Department, P.O. Box 2710, Hyattsville, MD, 20784 (800) 374 2721

WHAT TO DO TO GET IN

Generally speaking, getting into graduate school is a game of chance. Many programs are very competitive. There's no guarantee that you will get into the exact program at the exact university that you want. But there are some things you can do to optimize that possibility:

--- GPA

Grade point average is one index that many graduate schools take very seriously. Obviously, the higher your GPA, the better your chances of getting in. Very competitive programs may look for GPAs at 3.5 or higher. Less competitive programs may accept 3.0 or a bit lower.

-- Letters of Recommendation

Many graduate schools weigh letters very highly. Strong letters of recommendation can compensate for GPAs and GREs that are a bit weak. Your letters of recommendation could become one of your greatest assets! At Rider, especially in our Psychology Department, you have the unique opportunity to get to know the faculty. Get involved in the Psychology Club and

other activities in the department. Talk to the faculty. The better they know you, the more likely they can write a convincing letter. When you ask a professor to write a letter for you, be sure to give the professor some written information about yourself, the courses you took with him/her, your grades, any activities you undertook in our department or on campus, etc. And here's one way you can work towards getting a truly excellent letter....

-- Research With Our Faculty

In our department you have the unique opportunity to work closely with professors on research projects. Take advantage of this! Volunteer your time to work with a professor, ask about work study, and take a tutorial course. Also, find out if there are faculty who will be your advisor on an *Independent Research and Study* project (27 490). This is a project in which you work one on one with a faculty on a topic of mutual interest. When professors get to know you in this capacity, they can write a very strong letter of recommendation (assuming you didn't screw up on the project!). Successfully completing these projects also demonstrates to graduate schools that you are a motivated person who can work independently.

In the past students have presented papers at conferences or published articles with the faculty based on such projects. Many graduate programs will be impressed by this! It is unusual for undergraduates to do this sort of thing. Graduate programs that emphasize experimental research may be very impressed by your having been actively involved in research, especially if the research led to a conference presentation or a publication. Programs that emphasize training in counseling (and not experimental research) may be impressed by projects involving case studies, literature reviews, and experiential learning even if these projects did not lead to a publication or conference presentation.

-- GREs

Many graduate schools will require you to take the Graduate Record Exam. That's right! It's the SATs all over again, but on a slightly bigger scale! The GREs consist of three sections: verbal, math (quantitative), and analytic (which measures abstract thinking). Some schools will also require you to take the "advanced" portion of the test, which for you would be in psychology (it consists of multiple choice questions pertaining to all the different fields within psychology).

Usually programs will use a cut off. If you don't get above a certain score, they may not even look at your application. *Graduate Study in Psychology* lists the average GRE scores for students who are accepted into a program. A few less competitive graduate schools may not have a cut off score or may not require you to take the GREs at all.

It is very unwise to take the GREs cold. Prepare for it. Bookstores sell manuals that describe strategies for taking the test and provide sample exams. There also are classes you can take, such as the Stanley Kaplan preparatory courses. A good way to study for the advanced test in psychology is to get a good intro psychology textbook and memorize as much of it as you can. Another way is to serve as a tutor for students in Introduction to Psychology (you can apply to be an "official" tutor and get paid for it).

Some schools also may require you to take additional standardized tests such as the Miller Analogies Test, alias the "MAT" (and you thought the GREs were hard!). There are books that can help you prepare for these exams.

You can call the Educational Testing Service (ETS) in Princeton for an application and information about the GREs. The Dean's office also has applications.

-- Your Personal Statement

There probably is wide variation in how graduate schools react to your written personal statement in which you describe yourself and your reasons for going to graduate school. Some might take it quite seriously; others may not pay much attention. Play it safe. Spend some time on it and prepare a well thought out letter. Avoid platitudes like "I'm really interested in psychology" or, for a counseling or clinical program, "I want to work with people." Would you be applying for graduate school if you didn't feel that way?

If you really want to do it right, TAILOR your letter for each program you apply to. Say something about your background, your accomplishments, what exactly about psychology interests you, what you plan to do in the future BUT ALSO STATE EXACTLY WHY IT IS YOU ARE APPLYING TO THAT PROGRAM. What is it about the program that attracts you? How will it benefit you, and what do you have to offer it? Be as specific as possible. If you are interested in one or more of their faculty member's work, say so! If you are interested in a particular program, say so! And explain why you are interested!

Keep the letter short - maybe two or three pages, TYPED. Experiment with being both creative and informative. Ask friends and professors for comments on what you have written.

-- Field Work and Other Practical Experiences

Some graduate programs may be impressed by your having had some substantial practical experience in a setting related to their program. For example, experimental programs may find it appealing that a student helped out with a professor's research project. A developmental program may be impressed by someone who worked with developmentally handicapped children. Clinical and counseling psychology may think it is important that a student worked in a mental health setting.

Our department offers field work courses where you can get such practical experience. You also can volunteer on your own or look for part time/summer jobs. However, there is no guarantee that a graduate program will highly value this experience. Those programs that emphasize research training (including clinical psychology programs) may be more concerned about your academic achievements than your practical experiences.

--- Required courses

Many programs will require that you have taken undergraduate courses in psychology and a certain amount of credits in psychology. Courses such as statistics and experimental psychology often are required. If you will be completing the major in our department, you probably will have

no problem with this. But specialized programs may require specialized courses. Check *Graduate Study in Psychology* which will list the requirements for each graduate program.

-- Using the Shot gun Method

To maximize the possibility of getting in, apply to many schools, maybe twelve or more. Apply to a few really outstanding programs: who knows, you may get lucky! Also apply to a few programs that are less competitive, so you'll be guaranteed of receiving at least one or two offers! And don't be too upset if you do get rejected, because the odds are that some programs WILL reject your application.

If you're willing to go to another part of the country, you will have a wider selection of schools to apply to, and a better chance of being accepted. There are very good programs in parts of the country that people perceive to be less desirable areas to live.

-- Going for a Visit and Interviewing

If possible go see the school even before you know whether or not you are accepted. Talk to the faculty and students. It may help you decide whether or not you want to be there. It also may help you make an impression on them. Making a personal contact can be very effective (even on the phone) as long as you are not pressuring people or being a pest in some way!

Definitely try to visit the programs that accept you! Talk to the faculty, find out everything you can about the program. Do they feel like people you could work with? Are they friendly, helpful, cold, and obnoxious? Make a point of talking to beginning and advanced students - they will tell you things that the faculty may not.

APPLYING NOW OR APPLYING LATER

Many students think that they should apply to graduate school immediately after they finish their undergraduate work. If you are the type of person who will lose steam (i.e., motivation) after taking a year or two off, then maybe you should apply right away. But it's not critical that you apply immediately. If you take a year or two off to work, in order to make money for graduate school or to get some experience in psychology that could look good in the eyes of the graduate program. They like motivated, determined people. But if you drift from job to job, or if you aren't working at all and just amble about with no rhyme or reason, that might look bad.

Older students who have been working a number of years or raising a family sometimes think they are in a one down position. Again, this is not necessarily true. If there is evidence that you are a conscientious and motivated person, then those are points in your favor. Some counseling and clinical psychology programs prefer older students. They believe they are more mature, responsible people. Many counseling psychology programs are specifically designed for older people who may be working full time and/or have families.

MONEY

Education costs money. Graduate school is no exception. Many programs may offer you some financial support. Some programs, usually those at state universities, will support students for the first few years in the form of "stipends." Others may offer a "Research Assistantship" in which you help a professor conduct his or her research in return for pay. For a "Teaching Assistantship" you would help a professor teach a course, or perhaps teach a section yourself, in return for pay. You may not get as much money as you want but, as Jagger might say, you'll get what you need (just enough to live on). Also, some universities may waive tuition. Find out about stipends, teaching and research assistantships, and tuition remission before you decide to go to a program.

TIMETABLE

If you intend to go to graduate school right after you finish your undergraduate work, here's a rough timetable for preparing your applications:

Spring semester of your junior year:

- think about what type of program you're interested in
- start talking to the faculty
- if you haven't already done so, find out if you can get involved in faculty research or an Independent Study project; consider taking a fieldwork course
- begin studying for the GREs

Summer before your senior year:

- look over *Graduate Study in Psychology*
- make a rough list of schools you might apply to
- start writing your personal statement
- continue studying for the GREs
- near the start of the semester, write to schools for information about their programs
- near the end of the semester, ask professors to write letters of recommendation

Fall semester of your senior year:

- as you receive this information, start making your final list of schools you will apply to
- continue studying for the GREs
- **IN OCTOBER TAKE THE GREs**
- complete your applications and send them off

After the fall semester:

- deadlines may be in December, January, February, or March, depending on the school
- if possible, visit the schools

- pray for acceptances

CAREERS IN COUNSELING AND PSYCHOTHERAPY

If you think you are interested in clinical or counseling psychology, you first should ask yourself a few questions. For how many years am I willing to go to graduate school? Do I want to work in a hospital, clinic, or program somewhere? Do I want to have a private practice? Is there any particular type of client or problem I would like to work with? Am I interested in doing research?

It's not easy answering these questions now, but trying to form a clear vision of what you would like to be doing someday will help you make decisions about graduate school.

The mental health field is complex. There are several types of professionals with different types of training. There are many different paths you can take to get to a career in which you "counsel" people. What follows is a description of the various doctorate and masters level programs. But remember this: You do not necessarily have to get a Ph.D. in order to be a counselor or psychotherapist.

MASTERS PROGRAMS (may be full or part time)

There are a variety of masters' levels programs in fields related to clinical and counseling psychology. Usually these programs train people in basic counseling skills. Some programs may have specialized areas of training such as marriage and family counseling, drug addiction counseling, group counseling, vocational counseling, family therapy, child therapy, divorce mediation, prison counseling, etc. When it comes time to apply for jobs, it's very advantageous to have an area of specialization.

People with masters degrees usually work in group counseling practices, clinics, program for specific populations (drug abusers, battered wives, chronic psychiatric patients, etc.), and employee assistance programs. In many states people with masters' degrees CANNOT have their own private practice.

A Ph.D. may enable you to make more money and may open up different doors for you, but it is not absolutely necessary to have one. In many cases a master's degree may be ideal! In fact, with the current rise of managed care systems in the field of mental health, insurance companies may only pay for psychotherapy provided by clinicians who are part of a group practice. While Ph.D.'s may be in charge of the group, they may very well hire clinicians with masters' degrees to do therapy with the clients who are referred to the group. It is very possible that psychotherapists with masters' degrees will be in greater demand in the future than they have been in the past.

If you are determined to get a Ph.D., you can sometimes get a masters degree from one school and then transfer to Ph.D. program at another school. But you might lose credits. Some Ph.D. programs also prefer to train students right from the start.

COUNSELING PSYCHOLOGY (Ed.D. or Ph.D., usually 4 -5 years full time, longer if part time; sometimes less difficult to get into than clinical psychology programs)

Counseling psychology programs usually emphasize training in counseling/psychotherapy methods. These programs also include some training in research methods (stat and experimental courses), but usually are not as rigorous as in clinical psychology programs. However, counseling programs that offer a Ph.D. rather than the traditional Ed.D., often have intensified their research training. Similar to clinical psychology programs, counseling programs require internship experiences and a dissertation. In many cases, the distinction between counseling and clinical psychology programs is disappearing. A counseling program often is completely separate from the psychology department at the university.

Some counseling programs are part time and tend to attract people who are older, working, and/or have families. Counseling psychology programs tend to be perceived as less prestigious than Ph.D. and Psy.D., clinical psychology programs, although these perceptions are based on bias rather than fact.

Counseling psychologists tend to work in group counseling practices, private practice, and programs for special populations (mental retardation, drug addicted, prison settings, battered wives, etc.). Some counseling psychologists may teach at universities - usually in graduate counseling psychology programs and less often at the undergraduate level or in psychology departments.

Ph.D. CLINICAL PSYCHOLOGY (5 years minimum, usually longer; full time; difficult to get into)

These programs educate students about issues related to mental health and mental health treatment. Many programs emphasize research and will require you to take courses in statistics and experimental design. You will be expected to conduct experimental research, which will culminate in your dissertation. A dissertation is a year long research project that you design and conduct on your own (with help from a committee of faculty members).

Most programs are either behavioral, cognitive, biological, or psychoanalytic in their approach. Some programs mix all of the above. A few are humanistic\existential. During the first few years in a clinical program you will get some training in psychotherapy and psychological testing, but the most intense clinical training usually comes later during an internship. A few Ph.D. clinical psychology programs underplay the research component and spend more time on training you to do psychotherapy. But most programs weigh heavily on the research.

All clinical programs require you to do an **internship**, usually in your fifth or sixth year. During that year you work full time in a hospital, clinic, or mental health center. The internship usually is separate from your graduate program. It may be in a different part of the country. Usually it is up to you to apply for an internship. Yes, it's another application and interviewing process all over again!

Clinical psychologists usually end up teaching at universities, working in hospitals and clinics, or in private practice.

PSY.D. CLINICAL PSYCHOLOGY (4-5 years; full or part time; difficult to get into)

These programs lead to the degree "Doctor of Psychology" rather than the traditional Ph.D. ("Doctor of Philosophy"). They were created as an alternative to Ph.D. clinical psychology programs. They are designed for people who specifically want to practice psychology and are not interested in quantitative research. There is some research training, but much more time is spent on learning the various aspects of clinical work (individual and group psychotherapy, testing, marriage and family counseling, etc.). Usually more internship type experiences in a wider variety of settings is required than in Ph.D. programs.

Psy.D. clinical psychologists usually work in hospitals, clinics, and private practice.

Psy.D. programs tend to have more students per class than Ph.D. programs as many as 30 or 40, as compared to 5 or 10 in the Ph.D. programs. The Psy.D. degree tends to be perceived as less prestigious than the Ph.D., although this perception is based more on bias than fact. California has an extensive Psy.D. system.

CLINICAL SOCIAL WORK (MSW, 2-3 years full time, longer if part time)

Social work programs are an alternative to psychology training. "Clinical" social work programs teach students about working in the mental health and social welfare systems. Training in counseling and psychotherapy sometimes is not as extensive as in psychology programs, especially PsyD programs. Research usually is not emphasized. Many clinical social workers do individual and group psychotherapy. Social work programs may be easy or difficult to get into depending on the reputation of the university.

Clinical social workers work in hospitals, clinics, specialized programs, and private practice. An MSW degree tends to be perceived as less prestigious than a doctorate degree in psychology.

SCHOOL PSYCHOLOGY (approx. 4-5 years for Ph.D. or Ed.D., 2-3 years for masters degree)

School psychologists are training to do counseling and psychological testing in a school setting. Their strength, therefore, is their understanding of school systems and education. They may work with the children in the school or the staff. Some school psychologists may also have a private

practice. Some school psychology programs offer the Ed.D. Others, which may place more emphasis on research training, will offer the Ph.D.

APA APPROVAL

Some counseling, school, and clinical psychology programs (Ph.D. or Psy.D.) have been approved by the American Psychological Association. This means that the program meets the APA guidelines for "good" training. The APA book *Graduate Study in Psychology* will tell you if a program is approved or not. It is much more difficult to get into these programs. Graduating from them may open more doors for you later on. But people from non APA approved programs can still have productive, fulfilling careers.

If a program is not approved, it could mean several things. The program may have lost its approval or has been unable to attain it - which is a bad sign. Or the program may be in the process of applying for approval - which is a good sign since it may be an up and coming program. Or the program may not care about applying for APA approval - which usually is a bad sign, although there are a few excellent training facilities which aren't concerned about APA approval.

Internships in clinical and counseling psychology also will be APA approved or not. Usually APA approved internships prefer students from APA approved graduate programs. Jobs in the mental health field sometimes require that a person had an APA approved internship.

PSYCHIATRY (M.D., approx. 3-4 years of training after med school; full time, very difficult to get into)

After completing medical school, a student can specialize in psychiatry during his/her residency. Training is usually biological in its approach (e.g., drug treatment) although some programs endorse psychodynamic or behavioral therapy. Compared to psychology programs, there is little training in research and psychological testing.

Psychiatrists tend to work in hospitals, clinics, and private practice. They usually work with more severely disturbed patients (e.g., schizophrenia, major depression) although some psychiatrists prefer working with neurotic patients. In hospital settings, psychiatrists tend to be perceived as the most prestigious of the mental health professionals.

WORKING IN BUSINESS AND INDUSTRY (Industrial/Organizational Psychology)

Some psychologists work in the business world doing psychological assessments, testing, interpersonal mediation, group dynamic assessments, and workshops (on stress, depression, communication skills, etc.). These psychologists may be employed by a specific company or may offer their services "free lance." Many of these psychologists graduate from clinical and

counseling psychological programs. Others have masters degrees. Some graduate programs specialize in Industrial/Organizational Psychology, although there are not many of them.

WORKING WITH A BACHELORS DEGREE

Believe it or not, people do get jobs in the mental health field with a bachelors degree. Usually they work in specialized programs - e.g., programs for chronic psychiatric patients, prison settings, drug addictions, etc. This is often difficult work and does not pay very well. People often use such jobs to get experience and as stepping stones to other jobs. Some employee assistance programs hire people with a B.A.

LICENSING TO PRACTICE PSYCHOLOGY (and having a "private" practice)

In order to practice psychology (and have your own practice) you must be licensed by the state. Most states require approximately two years of supervised experience AFTER you get your Ph.D., Psy.D., or Ed.D. You must also pass a national multiple choice exam and, in many states, present a case study to a board of psychologists. You cannot advertise yourself as a "psychologist" or say that you offer "psychological" services unless you are licensed. These terms are protected by law. Being licensed also enables you to receive payment from your clients' insurance companies.

The A.P.A. recognizes four major specialties in applied psychology: clinical, counseling, school, and industrial/organizational. All professionals, regardless of their specialty, take the same state licensing exam. If they pass the exam, all carry the same legal title in the eyes of the state: "Psychologist"

Clinical social workers also are permitted to have private practices as long as they have been licensed by the state.

In many states (but not all) people with masters degrees are not permitted to have their own private practice.

WHAT COURSES TO TAKE

What undergraduate courses should you take if you are interested in someday becoming a counselor or psychotherapist? Courses that constitute a psychology major are essential - especially those pertaining to abnormal, social, and developmental psychology. But, in a way there is NO course that is irrelevant! As a therapist you will be working with people from all walks of life. It is very helpful to know something about their particular work, interests, and lifestyle. If you are working with an accountant, it helps to know something about accounting. If you are working someone who is Irish, it helps to know something about Irish history and culture. A good psychotherapist is someone who is well rounded in his or her knowledge! People are psychological, biological, historical beings, so courses in literature, philosophy, history,

sociology, communications, art, biology, chemistry may all be relevant. Think about what ultimately you want to be doing in your career, and choose courses that fulfill and round out those interests.

The Psychology Major at UNT

Programs of Study

The department offers undergraduate programs in the following areas:

- Bachelor of Arts, and
- Bachelor of Science, both with a major in psychology

All students wishing to graduate with a degree in psychology must meet the requirements.

1. Completion of 120 hours with 42 advanced hours, as specified in the University Core curriculum.
2. At least 35 hours of Psychology course work, 18 of which must be advanced hours. Must also include the Psychology Core: PSYC 1630, PSYC 1650, PSYC 2317, PSYC 2950, & PSYC 4600.
3. Must complete each course with a grade of at least C, with an average GPA of 2.5 or better in these core classes. University composition requirement with a C or better is also required.

Psychology Department People and Relevant
Advising Information

Psychology Department People and Contact Information

- Main Office
 - Terrill Hall #316
 - Phone: (940) 565 – 2671
 - Web address: www.psyc.unt.edu
- Department Chair:
 - Vicki Campbell, Ph.D.
- Director of Undergraduate Instruction:
 - Amy R. Murrell, Ph.D.

Your Psychology Advisors

- Located in Terrill Hall #330
- Work on a first come, first serve basis
- faculty advisors:
- Dr. Michael Barnett, Director of Undergraduate Advising
 - Terrill Hall #366

Psychology Advisors vs. General Academic Advisors

- Psychology
 - Assist with transfer of psychology courses
 - File a degree plan
 - Questions about graduate school and career in psych
 - Academic probation
- General

- Located in GAB 220 (940-565-2051)
- Evaluate non-psychology transfer courses
- Modify degree plan
- Graduation checks
- Academic suspension

Psychology vs. Other Similar majors

- College of Arts and Sciences
 - Psychology
- School of Community Service
 - Behavior Analysis, Sociology, Anthropology, Rehabilitation Studies
- College of Education
 - Development/Family Studies and Early Childhood Education
 - The Counseling Minor

College of Arts and Sciences Requirements

- A minimum of 120 hours needed to graduate
- 42 of the 120 hours must be advanced (these are 3000-4000 level courses)
- Must have a minimum GPA of 2.0

The Psychology Major

- 17 hours core
 - *1630 (Gen. Psyc I)
 - *1650 (Gen. Psyc II)
 - *2317 (Quantitative Methods)
 - *2950 (Experimental Methods)
 - 4600 (History & Systems)

*We *strongly* suggest you complete 1630, 1650, 2317, and 2950 *as early as possible*

- 18 hours of electives
 - Pick 6 psychology courses from the course listing
 - You may “tailor” your degree to your interests
 - Try to take as many 3000-4000 level courses as you can
 - Consult psychology advisors if you are having difficulty picking electives
- B.A.
 - You may choose all 18 hours of your psychology electives
 - You must take at least 9 hours of these electives at the advanced level
- The Psychology Department will not apply Psychology courses taken at another institution towards the major unless the grade in that is “C” or above
- Bottom line: If you decide to change catalogs then you must comply with rules and regulations specified under the new catalog. You cannot “split” catalogs

Transfer Students

- We require that students complete a minimum of 18 hours of Psychology course work at UNT
- We require that of the 18 hours a minimum of 12 hours must be advanced (3xxx-4xxx)
- Please bring unofficial copies of your college (or UNT “Entered in DARS”) transcripts when filing your degree plan

Registration

- To access registration go to: <http://my.unt.edu>
- You must create an EUID and password
- Online Schedule: <http://essc.unt.edu/registrar/schedule.htm>
 - Click on current schedule (e.g., Spring 2010)

Psychology Department Faculty

Name	Title	Office Number	Phone Number	Email
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Taylor, Daniel	Associate Professor	TH 370	565-2655	djtaylor@unt.edu
Trost, Zina	Assistant Professor	TH 382	369-8327	Zina.trost@unt.edu
Vosvick, Mark	Associate Professor	TH 369	565-4715	vosvick@unt.edu
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Faculty Research Interests

FACULTY RESEARCH INTERESTS

University of North Texas Ψ Department of Psychology
Revised June 2013

Michael Barnett, Ph.D., 2010 University of Houston

Aging, chronic pain, mental health help-seeking, personality, death and dying. ****Undergraduate research team****

Heidemarie Blumenthal, Ph.D., 2012 University of Arkansas

Etiology of anxiety and problematic substance use; co-occurring anxiety and alcohol use among adolescents; developmental psychopathology. How significant facets of adolescence (e.g., puberty) relate to the onset/maintenance of anxiety and drinking behaviors; advancing methodological rigor via a convergence of techniques (e.g., experimental psychopathology, multi-modal).

Adriel Boals, Ph.D., 2002 North Carolina State University

Stress on memory and cognitive abilities, multidimensional scaling procedure to explore the role of emotion in the structural and organizational features of stressful memories, role of autobiographical memory in posttraumatic stress disorder, the potential role of executive functions in the ability to suppress thought, emotions, and impulsive behaviors.

Jennifer Callahan, Ph.D., 2003 University of Wisconsin-Milwaukee

Improving outcomes among individuals seeking low-cost treatment from training clinics; Understanding distress and resiliency following exposure to trauma. Both areas focus on financially disadvantaged individuals; Research is needed to identify factors that may lead to poor quality services and to develop training strategies that will enhance treatment for these clients.

Vicki Campbell, Ph.D., 1984 University of Missouri-Columbia

Family influences on career and psychosocial development of adolescents and young adults; cultural differences in family influence; psychological and career assessment.

Randall J. Cox, Ph.D., 1994 University of North Texas

Personality Assessment, Supervision Process, Process & Outcome Variables in Brief Therapy, Psychological Impact of Chronic Illness on Individuals & Their Families ****Currently does not have an active research team****

Joseph Critelli, Ph.D., 1975 University of Illinois, Champaign-Urbana

Sexual Aggression, Personality, Theoretical Analysis, Construct Validation

Pamela J. Flint, Ph.D., 1998 University of North Texas

Psychopharmacology, Addictions and Animal Assisted Therapy Dynamics ****Due to Joint Appointment with Counseling & Testing Services does not have an active research team****

Charles A. Guarnaccia, Ph.D., 1990 Arizona State University

Ethnic/racial health disparities in minority aging and related biopsychosocial factors in Metabolic Syndrome, Type-II Diabetes. Quasi-experimental/non-experimental methodological longitudinal research issues in later-life chronic illnesses coping (<http://www.psyc.unt.edu/~guarnacc/cgvita.htm>).

Joshua N. Hook, Ph.D., 2010 Virginia Commonwealth University

Positive Psychology, focusing on virtues such as humility and forgiveness; religion/spirituality; couple counseling and enrichment; multicultural counseling

Sharon R. Jenkins, Ph.D., 1982 Boston University

Implicit personality measures, therapeutic assessment, cross-cultural and multicultural assessment and psychotherapy, trauma assessment, therapeutic alliance, close personal relationships, depression, first generation undergraduates, interpersonal and psychodynamic psychotherapy, longitudinal research. (<http://www.psyc.unt.edu/~jenkinss/>)

Patricia Kaminski, Ph.D., 1995 Colorado State University

Male Body Image, Parent-Child Relationships, ADHD, cPTSD and PTSD Secondary to Childhood Trauma, Intergenerational Transmission of Abuse, Child Abuse Prevention, Custodial Grandparenting, Mental Health Disparities across Gender, Contemporary Psychodynamic Psychotherapy

Kimberly Kelly, Ph.D., 1988 University of Kentucky

Psychoneuroimmunology, Stress & Health

Tim Lane, Ph.D., 1989 Oklahoma State University

Biological & developmental correlates of psychopathology; Objects Relations & Attachment Theory, Eating Disorders Treatment & Etiology, Therapy & Supervision Dynamics ****Due to Joint Appointment with Counseling & Testing Services does not have an active research team****

Linda L. Marshall, Ph.D., 1983 Boston University
Intimate partner violence and psychological Abuse

Amy Murrell, Ph.D., 2005 University of Mississippi
Functional contextualism, Indirect learning processes, Child psychopathology and resiliency, Child and parent treatment development, Relational Frame Theory (RFT), & Acceptance and Commitment Therapy (ACT) (<http://psychology.unt.edu/dr-amy-murrell/>)

Craig Neumann, Ph.D., 1994 University of Kansas
Developmental, neuropsychological, and structural aspects of psychopathology (Psychopathy, Borderline, and Schizotypal). Applications of Structural Equation Modeling (SEM) and other latent variable approaches for understanding psychological processes.

Thomas Parsons, Ph.D., 2004 Fuller Graduate School of Psychology
Clinical and Experimental Neuropsychology: Use of novel technologies (human-computer interfaces, virtual/augmented reality, video games) and novel data analytics (artificial neural networks; meta-analyses; structural equations) for enhanced assessment, diagnosis, and rehabilitation of the supervisory attentional system's adaptive responding following trauma (combat stress; blast injury; military psychology) or neurological disorder.

Trent Petrie, Ph.D., 1991 Ohio State University
Psychosocial antecedents of body image and disordered eating; physical activity/fitness, nutrition, and psychological well-being; Sport Psychology; Psychological antecedents & consequences of athletic injury; Academic adjustment & performance; Multicultural counseling (<http://www.sportpsych.unt.edu/index1.htm>)

Shelley Riggs, Ph.D., 2000 University of Texas at Austin
Family systems and intervention, trauma and loss, attachment processes through the life cycle, attachment theory and clinical issues (e.g. mental health/psychopathology, psychotherapy, supervision, etc.) (<http://www.psy.unt.edu/~riggs/home.html>)

Richard Rogers, Ph.D., ABPP, 1976 Utah State University
Research focuses on two major areas. First, it focuses on the development of forensic assessment instruments to improve forensic practice in such areas as competency to stand trial and, most recently, Miranda-relevant abilities. Second, it examine issues related to malingering and other response styles.

Camilo J. Ruggero, Ph.D., 2006 University of Miami
Mood disorders, major depressive disorder, bipolar disorder, psychiatric nosology, psychological assessment, cognitive functioning in mood disorders, emotion regulation, cultural differences in mood disorders

John M. Ruiz, Ph.D., 2003 University of Utah
Personality and interpersonal influences on cardiovascular disease risk; Cardiovascular psychophysiology; Hispanic health and health disparities.

Lawrence J. Schneider, Ph.D., 1972 Southern Illinois University
Social influences in counseling; Professional-ethical issues; Vocational psychology; Sexual aggression

Daniel J. Taylor, Ph.D., 2003 University of Memphis
Epidemiology and cognitive behavioral therapy of insomnia comorbid with depression; Post-traumatic stress disorder, and medical disorders (e.g., infectious diseases, pain, sleep apnea), and military psychology

Zina Trost, Ph.D. 2010, Ohio University
Cognitive, affective, and behavioral responses to pain that contribute to development of disability vs .positive adjustment; Pain-related fear, catastrophizing, and avoidance; Interpersonal pain appraisal and communication; Perceptions of injustice in pain and illness.

Mark Vosvick, Ph.D., 2000 Stanford University
Stress, coping and quality of life in marginalized populations. Primary and secondary HIV/AIDS prevention and health issues in LGBT populations. The role of stigma on health and the development of interventions that provide enriched coping strategies to mitigate stigma. Forgiveness coping as an approach to reduce the impact of stigma on quality of life.

Chia-Chih DC Wang, Ph.D., 2004 University of Missouri-Columbia
Attachment theory, cultural variations and cross-cultural comparisons of attachment and close relationships, acculturation and psychological wellbeing of immigrant populations.

C. Edward Watkins, Ph.D., 1984 University of Tennessee
Psychotherapy Supervision, Psychotherapy Theory & Practice, Psychoanalytic Systems and Research

Rex A. Wright, Ph.D., 1982 University of Kansas
Social-motivational and emotional processes; Determinants and cardiovascular consequences of effort; Psychological processes involved in the production of negative health outcomes.

Degree Requirements for the B.A. and B.S. with a
major in Psychology

Bachelor of Arts

Degree Requirements for the BA with a Major in Psychology

- Hours Required and General/College Requirements:** A minimum of 120 semester hours, of which 42 must be advanced, and fulfillment of degree requirements for the Bachelor of Arts degree as specified in the “General University Requirements” in the Academics section of this catalog and the College of Arts and Sciences requirements.
- Major Requirements:** At least 35 hours of psychology course work, composed of the following 17-hour core: PSYC 1630, 1650, 2317, 2950 and 4600; plus 18 additional hours of psychology course work selected with and approved by a faculty adviser. At least 18 hours of psychology course work must be taken at UNT. Of these 18 hours, *at least 12 hours must be advanced hours.*
- Other Course Requirements:** Pre-major Requirements.
- Minor:** Optional.
- Electives:** See four-year plan.
- GPA Requirement:** A 2.5 GPA in psychology course work and a 2.0 GPA in all course work.

BA with a Major in Psychology

Following is **one** suggested four-year degree plan. Students are encouraged to see their adviser each semester for help with program decisions and enrollment. Students are responsible for meeting all course prerequisites.

Freshman Year

Fall Semester	
Course	Hours
ENGL 1310, College Writing I*	3
LANG 2040, Foreign Language (intermediate)**	3
MATH (above College Algebra, except 1350)**	3
PSCI 1040, American Government*	3
PSYC 1630, General Psychology I (may be used to satisfy Social and Behavioral Sciences requirement*)	3
Total	15
Spring Semester	
Course	Hours
ENGL 1320, College Writing II*	3
LANG 2050, Foreign Language (intermediate)**	3
PSYC 1650, General Psychology II	3

Communication**	3
Visual and Performing Arts*	3
Total	15

Sophomore Year

Fall Semester	
Course	Hours
HIST 2610, United States History to 1865*	3
PSCI 1050, American Government*	3
PSYC 2317, Quantitative Methods in Psychology	4
Humanities*	3
Physical Science**	4
Total	17
Spring Semester	
Course	Hours
HIST 2620, United States History Since 1865*	3
PSYC 2950, Experimental Methods in Psychology	4
Literature**	3
Natural Sciences**	4
Wellness* (PSYC 2580, Health Psychology, recommended)	3
Total	17

Junior Year

Fall Semester	
Course	Hours
PSYC elective (advanced)	3
Cross-Cultural, Diversity and Global Studies*	3
Elective (advanced)	3
Elective (advanced)	3
Laboratory Sciences**	4
Total	16
Spring Semester	
Course	Hours
PSYC Elective (advanced)	3
PSYC Elective	3
Elective (advanced)	3
Elective (advanced)	3
Elective (advanced)	3
Elective	3
Total	18

Senior Year

Fall Semester	
Course	Hours
PSYC 4600, History and Systems of Psychology	3
PSYC Elective	3
Elective (advanced)	3
Elective (advanced)	3
Elective (advanced)	3
Total	15
Spring Semester	
Course	Hours
PSYC Elective	3
PSYC Elective (advanced)	3
Elective (advanced)	3
Elective (advanced)	3
Elective	3
Total	15

*See the [University Core Curriculum](#) section of this catalog for approved list of course options.

** See Arts and Sciences [degree requirements](#) section of this catalog for approved list of course options.

Actual degree plans/audits may vary depending on availability of courses in a given semester. Some courses may require prerequisites not listed.

Students may wish to use opportunities for electives to complete a minor of their choice.

Bachelor of Science

Degree Requirements for the BS with a Major in Psychology

1. **Hours Required and General/College Requirements:** A minimum of 120 semester hours, of which 42 must be advanced, and fulfillment of degree requirements for the Bachelor of Science degree as specified in the “[General University Requirements](#)” in the [Academics](#) section of this catalog and the College of Arts and Sciences requirements.

2. **Major Requirements:** At least 35 hours of psychology course work, composed of the following 23-hour core: PSYC 1630, 1650, 2317, 2950, 3630, 4600 and 4950, plus 12 additional hours of psychology course work selected with and approved by a faculty adviser. At least 18 hours of psychology course work must be taken at UNT. Of these 18 hours, at least 12 hours must be advanced hours.

3. **Other Course Requirements:** None.

4. **Minor:** Optional.

5. **Electives:** See four-year plan.

6. **Other Requirements:** A 3.5 GPA in psychology course work and a 3.0 GPA in all course work.

BS with a Major in Psychology

Following is **one** suggested four-year degree plan. Students are encouraged to see their adviser each semester for help with program decisions and enrollment. Students are responsible for meeting all course prerequisites.

Freshman Year

Fall Semester	
Course	Hours
ENGL 1310, College Writing I*	3
LANG 2040, Foreign Language (intermediate)**	3
MATH (above College Algebra, except 1350)**	3
PSCI 1040, American Government*	3
PSYC 1630, General Psychology I (may be used to satisfy Social and Behavioral Sciences requirement*)	3
Total	15

Spring Semester	
Course	Hours
ENGL 1320, College Writing II*	3
LANG 2050, Foreign Language (intermediate)**	3
PSYC 1650, General Psychology II	3
Communication**	3
Visual and Performing Arts*	3
Total	15

Sophomore Year

Fall Semester	
Course	Hours
HIST 2610, United States History to 1865*	3
PSCI 1050, American Government*	3
PSYC 2317, Quantitative Methods in Psychology	4
Humanities*	3
Physical Science**	4
Total	17

Spring Semester	
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Course	Hours
HIST 2620, United States History Since 1865*	3
PSYC 2950, Experimental Methods in Psychology	4
Literature**	3
Natural Sciences**	4
Wellness* (PSYC 2580, Health Psychology, recommended)	3
Total	17

Junior Year

Fall Semester	
Course	Hours
PSYC 3630, Introduction to Psychological Measurement	3
PSYC Elective (advanced)	3
Cross-Cultural, Diversity and Global Studies*	3
Elective (advanced)	3
Laboratory Science**	4
Total	16
Spring Semester	
Course	Hours
PSYC Elective	3
PSYC Elective	3
Elective (advanced)	3
Elective (advanced)	3
Elective (advanced)	3
Total	15

Senior Year

Fall Semester	
Course	Hours
PSYC 4600, History and Systems of Psychology	3
Elective (advanced)	3
Elective (advanced)	3
Elective (advanced)	3
Elective	3
Total	15
Spring Semester	
Course	Hours
PSYC 4950, Honors Thesis	3
Elective (advanced)	3
Elective (advanced)	3

Elective (advanced)	3
Elective	3
Elective	3
Total	18

*See the [University Core Curriculum](#) section of this catalog for approved list of course options.

** See Arts and Sciences [degree requirements](#) section of this catalog for approved list of course options.

Actual degree plans/audits may vary depending on availability of courses in a given semester.

Some courses may require prerequisites not listed.

Students may wish to use opportunities for electives to complete a major of their choice.

Minor in Psychology

A minor in psychology requires 18 semester hours, including 6 advanced hours. Some fields may require more than the minimum 18 hours to provide adequate background for employment.

Faculty advisers are available to assist students who minor in psychology.

Graduate Degrees

The department offers degree programs leading to the Master of Arts, Master of Science and Doctor of Philosophy. For further information, consult the [Graduate Catalog](#).

The doctoral program in counseling and clinical psychology and the doctoral program in health psychology and behavioral medicine have been approved by the American Psychological Association [Committee on Accreditation, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 20002-4242; (202) 336-5979].

UNT Psychology Department degree information

Ψ UNT PSYCHOLOGY DEPARTMENT DEGREE INFORMATION Ψ

The Department of Psychology offers Undergraduate Psychology Majors 2 degree track options:

- **Bachelor of Arts**
35 hours total consisting of 17 hours of required core courses + 18 hours of electives (9 of which must be advanced)
The student must also have an overall GPA of 2.0 and a Psychology GPA of 2.5 for 2008 and later catalog
- **Bachelor of Science**
35 hours total consisting of 23 hours of required core courses + 12 hours of electives, including an Honor's Thesis Project
The student must also have an overall GPA of 3.0 and a Psychology GPA of 3.5

You will decide which degree track to pursue upon completing an official degree plan with a psychology advisor. Please see an advisor if you have questions regarding which track is right for you and for more information regarding course selection. For information about other University and College requirements, contact the College of Arts and Sciences in the GAB 220, phone number 940-565-2051.

Psychology Class Listings

PSYC

1630	General Psychology I (Satisfies Social and Behavioral Sciences) PRE - MAJOR REQUIREMENT
1650	General Psychology II PRE - MAJOR REQUIREMENT
2317	Quantitative Methods PRE - MAJOR REQUIREMENT
2480	Psychosocial Adjustment
2580	Health Psychology (Satisfies Wellness requirement)
2600	Interpersonal Behavior
2950	Experimental Methods PRE - MAJOR REQUIREMENT
3100	Social Psychology
3480	Adult Development and Aging
3490	Psychology of Women
3520	Introduction to Industrial Organizational Psychology
3530	Psychology of the Offender
3620	Developmental Psychology
3630	Intro to Psychological Measurement (required for the BS only)
3640	Marital Adjustment
3700	Ecological Psychology
4000	Abuse in Adult Relationships
4020	Psychology of Death and Dying
4110	Interviewing for Paraprofessionals in Psychology
4300	Psychological Issues in HIV/AIDS
4470	Sexual Behavior
4480	New Directions in Psychology
4510*	Psychology Practicum (see below for information)
4520	Personality
4600	History and Systems of Psychology
4610	Abnormal Psychology
4620	Abnormal Child Psychology
4640	Psychophysiology
4670	Behavioral and Biopsychosocial Challenges within LGBT Communities
4690	Introduction to Learning and Memory
4700	Psychobiology of Stress: The Mind-Body Connection
4800	Introduction to Perception and Cognition
4900*	Special Problems (see below for information)
4950**	Honors Thesis (required for BS only; see below for information)

- Bold courses indicate core psychology courses. Pre-major courses must be completed with an overall GPA of 2.5 or above before the student can be designated a Psychology major.

- We advise taking 2317 and 2950 as early as possible after completing Math 1100 and an advanced Math (see the University and College of Arts and Sciences Core) so students have time to get involved with research, which will help prepare them for graduate school and a variety of professions. Also taking these courses early prepares all students for increased performance in upper division courses.

-*Participation in 4900 and 4510 is at the discretion of faculty members. The student must contact a faculty member before any work is attempted. 1-3 credit hours depends on the scope of the topic(s) and the time spent working on the Special Problems or Practicum as determined by the professor who supervises the students. **NOTE: A maximum of 9 credit hours may be earned.** A) You may apply 3 hours for Practicum and 6 hours for Special Problems; OR B) If practicum hours are not applied, you may apply a maximum of 9 Special Problems credit hours to the major.

-*Students must have approval from (a) their supervisor at the Practicum site and (b) from a faculty member who agreed to serve as his/her Faculty Director from the UNT Psychology Department before enrolling in 4510 (1-3 credit hours)

-**Honors Thesis (Psyc 4950) is a research requirement for completion of the B.S. in Psychology. It is the student's responsibility to contact a faculty member to supervise them and participation is at the discretion of the faculty member. Time to complete the Honors Thesis depends on student progress on the research topic chosen. Psyc 4950 should be enrolled in during the semester the student plans to complete the project (3 credit hours).

Ψ AREAS OF PSYCHOLOGY Ψ

The following are a *few* of the many different areas of psychology. We encourage you to seek out more information on these and other areas. Some useful resources are: www.apa.org/about/division.html and www.gradschools.com/psychologysearch.html. You can also go to www.google.com and type in “areas of psychology” in the search to find relevant links. In addition, stop by the advising office for more information on these and other areas. Advisors’ office hours are posted in the main office, TH 316. An appointment is not required.

The major types of psychology are:

Applied Experimental & Engineering Psychology (www.apa.org/divisions/div21/)
Clinical (www.apa.org/divisions/div12/homepage.html)
Clinical Neuropsychology (www.div40.org)
Community (www.scra27.org/)
Comparative (www.apa.org/divisions/div6/)
Counseling (www.div17.org)
Corrections (www.apa.org/divisions/div18/)
Developmental (www.ecp.fiu.edu/APA/div7/)
Educational (www.apa.org/divisions/div15/)
Health/Behavior Medicine (www.health-psych.org/)
History & Systems (shp.yorku.ca)
Industrial/Organizational (www.siop.org/)
Physiological (www.apa.org/divisions/div6/)
Psychopharmacology and Substance Abuse (www.apa.org/divisions/div28/)
Quantitative Psychology (www.apa.org/divisions/div5/)
School (www.indiana.edu/~div16/index.html)
Social and Personality (www.spsp.org/; www.socialpsychology.org/)

With training in these types of psychology, there are almost unlimited opportunities to specialize. A few of these are: forensics, sports, women and gender, cross-cultural, a large variety of social problems, interface of psychology and law, gerontology, children, adolescents, marriage and family, severe psychological disorders, substance abuse, vocational, therapy, hospital patients with physical or mental problems, medical clinics, private practice, teaching, research, consulting, rehabilitation, and behavior analysis.

Ψ PLANNING FOR GRADUATE SCHOOL Ψ

Research

Students interested in pursuing careers in psychology should become actively involved in research very early in their undergraduate career. These opportunities are often made available periodically during the semester via announcements in classrooms, at Psi Chi meetings, and are often posted in the psychology building, Terrill Hall. Psi Chi is the National Honor Society in Psychology; for information about UNT’s Psi Chi chapter, access the Department website at www.psyc.unt.edu. Psi Chi also has a bulletin board outside of the advising office in Terrill Hall with more information. We also encourage students to speak with faculty members directly about research opportunities.

Clinical Experience

Some applied programs may want you to have had some practical experience in a setting related to their program. For example, clinical and counseling psychology graduate programs typically think it is important that a student has prior experience in a counseling-type role. You can volunteer on your own or look for part time/summer jobs. Contact the UNT volunteer center in the University Union room 430, (940) 565-3021, for assistance in finding out about volunteer opportunities.

GPA & GRE

The higher your GPA the better, especially in your psychology courses. Programs vary in their competitiveness and thus in their GPA requirements. The best advice is to obtain information from the schools you are interested in applying to and find out their requirements. Most graduate schools require that you take the Graduate Record Examination (GRE). There is also a psychology subject portion of the GRE, which some schools require. There are many published reference guides to finding a graduate program in psychology. Also there are many websites such as: www.gradschools.com. If you are thinking about applying to graduate school, we recommend coming in to speak with an advisor (both undergraduate and graduate advisors) early in your undergraduate career. The psychology advisors have more information on applying and being accepted to graduate school and would be happy to answer the questions you might have or direct you to an appropriate resource.

Please stop by the advising office in Terrill Hall room 330 if you have any questions. *It is important that all psychology majors file a degree plan with the psychology advising office sometime around the end of their sophomore year.* For more information, call (940-565-2376) and ask to speak to an advisor.

Your Degree Plan

Degree plans are required for all Psychology majors. We advise you to discuss your degree plan with a Psychology Department Advisor soon after you have fulfilled the requirements for the Pre-Major (as of Fall 2008) and/or after you have declared Psychology as your major, typically beginning your Sophomore year. In effect, filling a degree plan formalizes your declaration of Psychology as a major. In so doing, you should discuss with your advisor what your career plans are and the appropriateness of choosing a minor area to complement your major in Psychology.

How a degree plan works

- You bring your transcripts to the departmental advising office (Terrill Hall 330)
- Psychology Department advisors fill out psychology advising sheet with you
- Psychology department advisor sends your transcripts and psychology advising sheet to College of Arts and Sciences advisors (GAB 220)
- College of Arts and Sciences advisors make your degree plan and mail it out to you in 4-6 weeks

Psychology 4510 Practicum

Psychology 4510 Practicum

Psychology majors may gain course credit through practical experience by enrolling in Psychology 4510 Practicum under the supervision of a faculty member from UNT's Department of Psychology. This practical experience may take the form of volunteer work or employment by agencies that provide psychological or related services. In addition, the student must have senior standing and obtain consent of the department before enrolling in 4510. Students must be enrolled in 4510 during the semester in which the work occurs at the practicum site.

The Department of Psychology does not maintain practicum sites for undergraduate Psychology majors, therefore interested students should do the following **before** enrolling in 4510.

Contact a faculty member within the Department of Psychology whose area of expertise is compatible with the service(s) provided by the proposed practicum site. If the faculty member agrees to serve as the departmental supervisor then the student and faculty member:

- a) Determine the number of hours of 4510 credit for that semester (1-3).
- b) Determine the evaluative criteria that will be used to assign a grade for the 4510.

A current list of sites that offer opportunities to gain practical experience are listed elsewhere in this manual. The list is not exhaustive. Please contact Undergraduate Advising with any questions.

Psychology 4950 Honors Thesis

Requirements and Guidelines for the Honors Thesis Project: Psychology 4950

University of North Texas Psychology Department

I. Philosophy

Historically, Colleges of Arts and Sciences, which at some institutions are referred to as College of Liberal Arts, have had their mission to teach critical thinking and problem solving skills. More specifically, students trained in the liberal arts are encouraged to engage in a systemic process of analyzing, evaluating, and investigating behaviors, thoughts, and events. This process continues at the graduate level. Research at the doctoral level builds and expands upon the knowledge acquired by students at the Master's level. An important difference between expectations of a Master's level student and those earning a doctorate is that at the Master's level, students often receive their initial exposure to research methodology. At the doctoral level, students are expected to engage in research which adds new knowledge to their discipline. Typically this is interpreted as indicating that doctoral level research should be of publishable quality. Based upon this process, students are encouraged to go about investigating their ideas or hypotheses resulting from their training and interactions with faculty members. To facilitate the process of students engaging in rigorous, systematic inquiry, students are usually required to initially present their ideas for a research project to a panel or committee of experts. This presentation is called a "Thesis Proposal." This panel is usually composed of 2 or 3 faculty members in that student's department. Oftentimes, but not always, the student will request a faculty member from another field or department to sit on this committee. One reason for this is that a member from another department may have skills which other members of the panel may not be as well versed in such a statistical background. Another reason may be that oftentimes a person from outside of the department may have a different perspective on that person's research interests. Once the project is completed, the student normally presents his or her findings to that same panel again. This is referred to as the "Thesis Defense." At this time, the panel's responsibility is to evaluate the quality of the project and, if indicated, make recommendations for way in which the study might be approved.

The Psychology Department at the University of North Texas is located within the College of Arts and Sciences and to be consistent with the mission of Liberal Arts education, the Psychology Department strives to train its students to engage in systematic ways of thinking. This philosophy is adhered to at all levels of training including the undergraduate, masters and doctoral levels.

II. Overall Goals of the Honors Thesis

The Honors Thesis, Psychology 4950, is designed to give the undergraduate student his or her first experience with conducting research in the field of psychology similar to what can be anticipated at their graduate level. Therefore, the procedure for completing an Honors Thesis should resemble the expectations and procedures required for a master's thesis by most graduate programs as closely as possible. The student who completes the honors Thesis and other departmental requirements will receive a Bachelor of Science degree as opposed to a Bachelor of Arts degree. The following section stipulates the minimum requirements for an Honors Thesis. The following sections answer questions frequently asked by undergraduate psychology majors who are interested in the Honors Thesis Program.

III. Requirements

Students electing to do an Honors Thesis project must meet the following minimum requirements:

- Be a major in Psychology at the University of North Texas and complete the following:
 General Psychology I (Psyc 1630)
 General Psychology II (Psyc 1650)
 Quantitative Methods in Psychology (Psyc 2317; prerequisite is college algebra)
 Intro to Psychological Measurement (Psyc 3630; prerequisite is Psyc 2317)
 Experimental Methods in Psychology (Psyc 2950; prerequisite is Psyc 2317)
 12 additional hours of elective psychology
- Have an overall GPA of 3.0 and a 3.5 GPA in psychology at the time they enroll for the Honors Thesis course (Psyc 4950) and upon graduation.
- Receive approval from a psychology department professor who has agreed to supervise the Honors Thesis. This individual will act as their Director throughout the duration of their project. It is the responsibility of the student to find a faculty member who will agree to act as their Director.
- Once the Honors Thesis has been successfully defended, the student will receive a grade for Psyc 4950. The student will enroll for Psyc 4950 (3 credit hours) only once during the semester he/she defends the Thesis. The grade will be assigned by the Director and an "I" or incomplete will be given in the course until the project has been successfully defended by the student. Students have a year to make up an incomplete.

IV. Who Should Consider Doing an Honors Thesis?

Students who wish to pursue a graduate education after they complete their bachelor's degree may elect to do an Honors Thesis and receive their B.S. The experience of conducting one's own research project will help to prepare students for research at the graduate level. Engaging in the Honors Thesis project, however, requires a large amount of time, effort and a strong commitment. Only highly motivated, self disciplined individuals should consider the Honors Thesis. It is recommended that before signing up for the Bachelor of Science degree track, the student have an idea of what topic he/she would like to research as well as have contacted the faculty member who will act as their Director.

V. When to Begin an Honors Thesis

Students should begin working with a faculty member at the beginning of their junior year and preferably earlier if possible. It is helpful that the student take the Experimental Methods course (Psyc 2950) prior to beginning their Honors Project.

Typical Length of Time Required to Complete an Honors Thesis

The exact amount of time can vary based upon several factors such as course load and depth and complexity of the topic. On average, the project takes about a year to complete after the student has selected a faculty Director and chosen an acceptable project to complete.

Typical Amount of Time Required to Work on the Honors Thesis Project

The weekly time commitment required will also vary. At some times, there will be relatively little to do and at other times, considerable time will be needed. On average, however, the student should anticipate spending approximately 8-10 hours per week on the project. Some students have found it necessary to devote holiday times (e.g., Christmas Break and Spring Break) towards the project. Keep in mind that this is just the average amount of time which will vary considerably depending on in which stage the project is, how complex it is, and the various activities involved in the project.

VI. Is an Honors Thesis Necessary to Get Into Graduate School?

No. In fact, many students from the university and other schools are admitted into a graduate program in psychology who have not completed an Honors Thesis. Many doctoral level programs in psychology, especially those offering the Ph.D., prefer students who are interested in and have had some experience with research. Therefore the chances of being admitted into a graduate program in psychology may be higher if a student has completed an independent research project like the Honors Thesis. Students' chances may increase even more if his or her results are published in a journal or presented at a convention. It is also possible to obtain research experience by working on ongoing research projects in the department, but approval must be received from the appropriate professor conducting the research. With the approval of a professor students may receive course credit (Psyc 4900) for working on a research project a certain number hours per week.

VII. Role of the Honors Thesis Director

The Director will serve as the Chair of the student's Honors Thesis Committee. The primary function of the Director will be to assist the student with the research project. In this capacity, the Director will assist in formulating a research project, writing the Honors Thesis proposal, and selecting faculty members to serve on the committee. The Director will also give guidance on analyzing your data and writing up the results. Many Honors Theses are publishable quality or worth presenting at conventions such as the annual meeting of the American Psychological Association (APA) or the American Psychological Society (APS). Another important role of the Director is that they will get to know the student in a professional and personal manner and may be an important person to ask to write a letter of recommendation for graduate school admittance. Therefore it is important that the student fulfill his or her commitments and is responsible in carrying out and completing the Thesis.

VIII. Selecting a Director

As an initial step, the student should decide on a general topic that they would like to study. A search of the literature on the topic may also assist he or she in understanding more about how research has been done in that topic area to give the ideas for their Honors Thesis. It is then the responsibility of the student to seek out a faculty member to act as their Director. The undergraduate advising office has a list of current faculty members and their research interests, which may be helpful in deciding who to approach and ask to advise the Thesis. A second way to learn about faculty member's research interests is by looking at the faculty's current published research which are posted on a bulletin board outside of the department office on the 3rd floor of Terrill Hall. Often times students will ask their professors they have for a class to act as their Director whose research and interpersonal style are congruent with the student's. Again, it is solely up to the student to approach a faculty member and ask them if they would be willing to serve as his or her Honors Thesis Director. If the student experiences difficulties in finding a Director he or she may seek out suggestions or guidance from an undergraduate advisor or the director of undergraduate training. Although these individuals are not responsible for finding a Director for the student, they may offer advice on how to approach and ask a faculty member.

IX. Committee Member Composition

At least two psychology faculty members are required to be members of the committee. The student, in consultation with his or her Director, may request a third faculty member to serve on the committee. This third member may also be within the Psychology Department or another department within the University. This third faculty member may also be someone from another university.

X. The Final Product

The final manuscript must be written following the current APA style (see the *Publication Manual of the American Association*, current edition). The manuscript must be a minimum length of 15 double spaced pages, including the title page, literature review, results section, discussion section, and references. The normal length of the manuscript is usually 15-30 pages.

If you have any further questions please feel free to stop by the advising office located in Terrill Hall room 330 or call 940-565-2376.

Getting Research Experience

Getting Research Experience

As stated in the introductory section of this manual, Psychological theories and ideas are grounded in basic and applied research. A major component to graduate training involves hands on experience in designing, executing, interpreting, and reporting results obtained from research projects. We suggest that students interested in pursuing graduate careers in Psychology gain experience in the research process. Completion of the Honor's Thesis (4950) is one way of obtaining this type of experience but there are other ways. One can volunteer to help faculty and their graduate students with ongoing research projects. During each semester, a standard research application is emailed to all psych majors. This application is also posted on the department facebook page. Sometimes, announcements are made in psychology classes notifying students of opportunities to help with research projects. In addition, notices are posted on bulletin boards within the Department of Psychology announcing research opportunities. Contacting faculty members and expressing an interest in gaining research experience is another way to get your "foot in the door." This should only be used, though, as a last resort. In some cases students may be able to get course credit for working on research projects by asking the faculty member to sponsor a Special Problems (PSYC 4900 or PSYC 4910) course. These Special Problems courses are designed for students to gain credit for academic/research work outside the organized classroom setting. Students must contact a faculty member and ask them to direct a PSYC 4900 or PSYC 4910 Special Problems course. Students can receive between 1 and 3 hours credit for each course per semester. The criteria that will be used to assign the number of credit hours and grade for the special problems is determined by the advisor. Please contact Undergraduate Advising with any questions.

Students should note that a maximum of 9 hours of credit can be earned through the completion of Special Problems and/or Undergraduate Practicum (PSYC 4510). The 3 hour credit earned through the completion of Honor's Thesis (PSYC 4950) is included in the 9 hours of credit that can be earned and applied towards either the BA or BS.

Extracurricular activities pertinent to UNT Psychology

Undergraduate Practicum Opportunities

1. Suicide and Crisis Center of Dallas

- 214-824-7020
- Volunteer Coordinator: Jenyce Gush

2. Denton County MHMR

- 940-565-5282
- Volunteer Coordinator: Lisa Sorensen

3. Denton County Friends of the Family

- 940-387-5131 ext231
- Volunteer Coordinator: Tiffanie Choate

4. University Behavioral Health

- Inpatient unit
- North Point (Intensive Outpatient Program)
- 940-320-8100

5. Irving Family Advocacy Center

- Contact the Community Services Division for Volunteer Opportunities (972-721-2544)

6. The Nelson Children's Center

- 940-484-8232

Psi Chi: The National Honor Society in Psychology

PSI CHI INFORMATION

Thank you for your interest in Psi Chi. Criteria for membership eligibility are as follows:

- Completion of 3 semesters of coursework
- Completion of 9 semester hours of psychology courses
- A minimum 3.0 cumulative GPA and a minimum 3.0 GPA in psychology classes

Please make sure your membership application is complete before your turn it in:

- Is the application form completely filled out?
- Are both halves of the registration card filled out?

We keep one, the second one goes to Nationals, so we need both.

- Is a copy of your UNT transcript attached? Are copies of transcripts from any transfer schools attached?

UNT transcript does not need to be official. Unofficial UNT transcripts are now available at my.unt.edu: from the Enterprise Menu, chose "Academics", "Transcripts and Records", "My unofficial Transcript", and follow the directions on the screen.

- Is a check or money order payable to "Psi Chi" for \$45 attached?

We cannot accept cash or credit cards. This includes the \$35 national membership fee and the \$10 chapter membership fee. These fees are for lifetime membership-we do not have annual dues.

Applications can be submitted to:

1. Any officer during a regular meeting.
2. Bring to the main Psychology office, 3rd floor, Terrill Hall, Room 316 and a member of the office staff will place the application in the Psi Chi box.
3. Mail to: Psi Chi
Department of Psychology
1155 Union Circle #311280
Denton, TX 76203-1280

Applicants will be notified 2 weeks before induction at the regular meeting



Membership Application

TO: Prospective Psi Chi members

FROM: Psi Chi, The National Honor Society in Psychology

SUBJECT: Membership in Psi Chi

Psi Chi is the National Honor Society in Psychology. Our Psi Chi chapter provides you with the opportunity to join Psi Chi if you meet certain standards required by Psi Chi and the Association of College Honor Societies (a governing body for college honor societies).

Membership in Psi Chi is an earned honor which is for life. A permanent record of your membership is preserved at the Psi Chi National Office and may be used for reference purposes such as applications for graduate school and jobs. The Psi Chi national membership fee is **\$35**. This one-time fee is for lifetime membership, a certificate suitable for framing, a membership card, and a lapel pin. There are no annual national dues, but each chapter may have chapter dues.

When you are inducted into Psi Chi, you become eligible to wear the Psi Chi honor cord, medallion, jewelry, stole, etc. Copies of Psi Chi's magazine, *Eye on Psi Chi*, are sent to each chapter for distribution to the members while they are in school. After graduation, members are encouraged to subscribe to *Eye on Psi Chi* to keep up with Psi Chi news. Psi Chi members are eligible to present research papers/posters at Psi Chi programs held at national and regional conventions. In addition, members may participate in Psi Chi's undergraduate and graduate research award and grant programs. Undergraduate members may submit their research for publication in the *Psi Chi Journal of Undergraduate Research*. The names of new members and activities of chapters are published in *Eye on Psi Chi* and are preserved for historical purposes. To obtain more information about Psi Chi and its benefits, visit our website at www.psichi.org.

If you are interested in joining Psi Chi, please fill out the form on the other side of this sheet and return it to the Psi Chi chapter officer or faculty advisor listed on the bottom of the form. The chapter will then determine if you are eligible for membership. We look forward to hearing from you.

Eligibility for undergraduates includes:

- Registration for major or minor standing in psychology (or for a program psychological in nature)
- Completion of 3 semesters or 5 quarters of the college course
- Completion of 9 semester hours or 14 quarter hours of psychology courses
- Ranking in the top 35% of one's class in general scholarship
- A minimum GPA of 3.0 (on a 4.0 scale) in both psychology classes and in cumulative grades

Eligibility for graduate students includes:

- Registration for major or minor standing in psychology (or for a program psychological in nature)
- A minimum overall cumulative GPA of 3.0 on a 4.0 scale in all graduate courses

Eligibility for faculty advisors includes:

- Full-time faculty at their institution
- Holds a doctoral degree in psychology or psychology-related field

Students and faculty are elected to membership by the chapter at the institution, according to the provisions in the national *Psi Chi Constitution*. Any chapter, at its discretion, may establish higher academic standards for eligibility, but may not require service standards for eligibility. Membership in Psi Chi is open to qualified candidates of any age, sex, sexual orientation, race, handicap or disability, color, religion, and national and ethnic origin.



Membership Application

For chapter records and verification—do not send to National Office

Name	Student ID number
Current mailing address Street or PO Box	City State Zip
Phone number	Email

Classification: <input type="checkbox"/> 2nd semester Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Graduate Student <input type="checkbox"/> Faculty	Estimate date of graduation [mo/yr]
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PSYCHOLOGY COURSES TAKEN TO DATE (to be filled out by students only)

Course [name & number]	Grade received	Credit hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Actual cumulative GPA	Actual psychology GPA	I hereby authorize the Psi Chi faculty advisor to review my college records for the sole purpose of determining my eligibility for becoming a member of Psi Chi.	Applicant Signature
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Return this form to the Psi Chi box at: _____	or to a Psi Chi chapter faculty advisor listed below by: _____	List below the names of any other interested psychology students who did not receive this notice.
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Advisor Name	Name
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Location	Name
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Coadvisor Name	Name
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Location	Name
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<i>Remember, you must join Psi Chi while you are a student. We are happy that we are able to offer you the privilege of joining Psi Chi as soon as you are eligible. We hope that you can join now.</i>	Faculty advisor	Signature Date
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FM 1.2 [7/07]

Registration Card Member Profile (Please print legibly. Print your name as you want it to appear on your membership certificate and card.)
Please complete both sections and return as specified by your chapter.

NATIONAL FILE CARD

[7/07]

Chapter (Name of school)		State
Name: First	Middle name/initial	Last
Email	Student ID number	Estimate date of graduation (mo/day/yr)
Current mailing address: Street or PO Box	City State Zip	
Permanent address (if different above)	City State Zip	
Phone number	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate student <input type="checkbox"/> Faculty	
The following information is used only for internal Psi Chi statistical purposes.	Psi Beta Member: <input type="checkbox"/> No <input type="checkbox"/> Yes	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male
Race/Ethnicity:	<input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Mixed Racial Background <input type="checkbox"/> Native American/Alaskan Native <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Other [specify]	
I accept Psi Chi's Constitution:		Signature Date

CHAPTER FILE CARD (this section should be kept with your chapter records)

[7/07]

Chapter (Name of school)		State
Name: First	Middle name/initial	Last
Email	Student ID number	Estimate date of graduation (mo/day/yr)
Current mailing address: Street or PO Box	City State Zip	
Permanent address (if different above)	City State Zip	
Phone number	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate student <input type="checkbox"/> Faculty	
The following information is used only for internal Psi Chi statistical purposes.	Psi Beta Member: <input type="checkbox"/> No <input type="checkbox"/> Yes	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male
Race/Ethnicity:	<input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Mixed Racial Background <input type="checkbox"/> Native American/Alaskan Native <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Other [specify]	
I accept Psi Chi's Constitution:		Signature Date

Tips for a successful college career

TIPS FOR A SUCCESSFUL COLLEGE CAREER

1. Keep up your G.P.A. in order to maintain options with regard to:
 - A. Getting into the school of your choice within the University. Some schools (Education, Business, etc.) require a higher G.P.A. than others.
 - B. Keeping graduate school as an option.
 - C. Gaining the interest of prospective employers.
2. Join organizations. Participate in extracurricular activities. Seek leadership opportunities (Student Activities Center).
3. Know yourself. How do the following affect your career choice?
 - A. Interests
 - B. Abilities
 - C. Values
4. Gather information on careers. Know what is out there and how it may suit you.
5. Be aware of your decision making style. Decide if this style is effective and if you have the necessary information upon which to base your decision.
6. Declare a major. See an academic counselor in the department of your chosen major to file a degree audit.
7. Get to know your bosses and professors in your field. You will likely need a reference letter from these individuals in the future.
8. Acquire good interviewing skills. (Career Opportunities Center)
9. Learn how to write an impressive resume. (Career Opportunities Center)
10. Network through friends, relatives, and other off-campus contacts.
11. Seek an internship through the department of your major or through the Cooperative Education Office on campus.
12. Be flexible. Try something. Any training is better than no training. If you don't like your choice, you can always make a change and you will still have learned something about yourself and your future career.

GO FOR IT!!!!!!