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UNDERGRADUATE PSYCHOLOGY HANDBOOK

Department of Psychology
Sloan Hall 101
Central Michigan University
Mt. Pleasant, MI 48859
(989) 774-3001
Email: psy@cmich.edu

CMU
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UNDERGRADUATE PSYCHOLOGY HANDBOOK

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PART I: GENERAL INFORMATION

This *Undergraduate Psychology Handbook* is designed to assist you with the academic planning of a major or minor in psychology. This *Handbook* is an important supplement to the *CMU Undergraduate Bulletin* and your faculty advisor. Faculty advisors adjust their advice to the needs of particular students, but this *Handbook* ensures that there is consistency in what students are told. The internet address of this *Handbook* is: <https://www.cmich.edu/colleges/chsbs/Psychology/Undergraduate/Pages/Undergraduate-Handbooks.aspx>. Use the website version to access the links contained herein

Remember that the *CMU Undergraduate Bulletin*—not this *Handbook*—is the official document of the University. The *CMU Undergraduate Bulletin* provides information on all requirements for graduation whereas this *Handbook* provides information mainly focusing on the psychology requirements for graduation. Though every attempt has been made to accurately highlight the requirements for graduation; you must remember that this *Handbook* is **UNOFFICIAL**. *You are strongly urged to read the Academic Information portion of the CMU Undergraduate Bulletin.*

The Advising Process

YOU ARE ADVISED TO MEET WITH A FACULTY ADVISOR AS SOON AS YOU KNOW YOU ARE INTERESTED IN A PSYCHOLOGY MAJOR OR MINOR. Advisors can provide more guidance to students who are just beginning their courses of study than to students who are nearing graduation.

All declared Psychology Majors and Minors must be authorized by an authorized representative of the Psychology Department (such as your faculty advisor, undergraduate program director, or department chair). This authorization should be done during your advising session described. The authorization process is now completed online, with your advisor, as part of the Degree Progress system; however authorization forms can still be filled out and accepted in some circumstances. Note: You cannot be audited for graduation until the appropriate authorization has occurred.

In order to graduate with a major or minor in psychology, you need to meet with a faculty advisor and complete an Authorization for a Major or Minor. Visit the receptionist in the Psychology Department office (Sloan Hall, Room 101), email (psy@cmich.edu) or call (989) 774-3001 to be assigned a faculty advisor. It is your responsibility to arrange a meeting with your advisor. It is recommended that you familiarize yourself with the requirements before meeting with your advisor.

You are *encouraged* to meet with a psychology advisor as often as you feel it would be beneficial. In particular, it is recommended that the advisor be consulted any time you are thinking of changing your vocational plans or the courses you plan to take. You are free to consult with any member of the Psychology Department, at any time, for additional points of view and to compare advice.

Note: Psychology faculty members advise students about psychology classes but are not trained to answer questions about university requirements or procedures. If you are seeking advice regarding other aspects of your academic program, you should contact Undergraduate Academic Services (123 Warriner, 989-774-3504) for coursework transfers and graduation requirements (including audits) or Academic Advising (BUC Student Service Court, 989-774-3618) for information about the University Program, competency requirements, and degree structures.

Requirements for Graduation

You will need to satisfy three sets of requirements for graduation: (1) general academic requirements set forth by the University, (2) requirements mandated by your chosen degree program, and (3) psychology major/minor requirements set forth by the Psychology Department.

1. General Academic Requirements

The General Education Program ensures that all graduates possess a common skill set, as well as an understanding of civilization in its broadest sense. General Education Program requirements are described in the *CMU Undergraduate Bulletin* ([here](#)) and on the *General Education Program website* ([here](#)). Undergraduate students at CMU are required to fulfill both the Competency and University Program components of the General Education Program.

- **Competencies:** All undergraduate students are required to demonstrate competency in writing, oral English, and mathematics. In addition, students must complete 12 credits in courses designated as writing intensive and 3 credits in a course designated as meeting quantitative reasoning requirements. Detailed information on the competencies and lists of the approved courses that meet the competency requirements are available in the *CMU Undergraduate Bulletin* as well as the General Education Program website
- **University Program:** Students must complete 27 credits of course work distributed across four main groups: Humanities, Natural Sciences, Social Sciences, and Studies in Global Cultures and Diversity. Each of these groups are broken down into two subgroups and students must complete three credits of coursework within each of these eight subgroups (24 credits), plus a three credits elective from any of the eight subgroups. Detailed information on the University Program and lists the approved courses in each sub-group are available in the *CMU Undergraduate Bulletin*, as well as on the *General Education Program website*.

To be eligible for graduation students are required to earn a minimum of 124 credits of acceptable course work, with the exact number determined by the specific degree program. At least 40 of these credits must be earned in courses numbered 300 and above. Students must earn a cumulative grade point average of 2.00 (C) or higher both overall and their major and/or minor area of study. These and other graduation requirements are explained in the *CMU Undergraduate Bulletin*.

2. Degree Program Requirements

Degree requirements are listed in the *Bulletin* ([here](#)). You should seek advice early in your college career as to how to most efficiently satisfy degree requirements. The psychology major can be used in the following degree programs: Bachelor of Arts (B.A.) and Bachelor of Science (B.S.; Plan A [without a minor] or B [with a minor]). In the B.A. and B.S. degree programs, courses taken for the psychology major may be used to satisfy other degree requirements. In the B.S. degree programs, however, psychology courses taken to satisfy University Program requirements may not be used to satisfy area requirements. See your *Bulletin* for specifics.

The psychology minor can be used to satisfy minor requirements for the following degree programs: Bachelor of Arts (B.A.), Bachelor of Applied Arts (B.A.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.) Plan B (plan A does not require a minor). Courses taken to complete the minor may be used to satisfy other degree requirements with the exception that the same courses cannot be used to satisfy both area and University Program requirements on the B.S. degree programs. In most cases, it is important to talk to your Major advisor before deciding on a minor, psychology or otherwise.

3. Psychology Requirements

Psychology Major (30 Semester hours)

The major requires a minimum of 30 semester hours of PSY courses. Note: Though not required, most students take more than 30 semester hours of PSY courses. Students considering graduate work in psychology or related fields are strongly recommended to take additional courses in psychology.

Required Courses (12 hours)

PSY 100 - Introduction to Psychology
PSY 211QR - Introduction to Psychological Statistics
PSY 285 - Research Methods
PSY 385 - Applications of Research Methods

Electives (18 hours): Students must select at least 18 other semester hours of psychology classes. Use information about additional courses detailed in this *Handbook*, along with suggestions from your faculty advisor, to help you select your courses.

Note: You must earn a grade of “C” or better in PSY 211QR to enroll in PSY 285, and earn a “C” or better in PSY 285 and have completed ENG 201 to enroll in PSY 385. Consult individual course descriptions for prerequisites for other courses. The balance of the courses on this major should be decided by you and your psychology advisor, working together. You have the option of electing one of two plans for the B.S. degree: *with or without a minor*. A minor is optional on both the B.A. and B.S. degrees. If you decide to complete a minor, the choice should be a function of your interests and your post-graduation plans.

Credit Restrictions. You must complete a minimum of 15 hours of psychology coursework at CMU. Only PSY 100 may be taken on a Credit/No Credit basis. No more than 9 hours may be counted from the following courses with unspecified content: PSY 200, 400, 496, 497, 498, 500, 501 and 502; and not more than 3 hours may be counted from any one of those courses.

Psychology Minor (21 semester hours)

Required Course (3 hours)

PSY 100 (3) - Introduction to Psychology

Electives (18 hours): A student must complete a minimum of 9 hours of psychology coursework at CMU. If you are minoring in psychology and plan to attend graduate school in psychology, PSY 211QR is strongly recommended. The balance of your credits should be selected by you and your advisor working together to select the set of courses which is most appropriate for you. A minimum 2.7 GPA (B-) must be earned in all teaching minors.

Neuroscience Major (25 or 30 semester hours)

This multidisciplinary major integrates courses from four departments: psychology, biology, chemistry, health sciences and the College of Medicine. Two tracks of this major are available. Track A (General) is designed to provide students with a broader and more flexible background. Track B (Graduate Preparation) provides a more focused academic background with opportunities to develop specific technical skills and hands-on research experience so that they can successfully compete for neuroscience-related jobs in the private and public sectors, or admission to graduate or professional schools. The major consists of 25 (Track A) or 30 (Track B) credit hours of required courses and 15 (Track A) or 10 (Track B) credit hours of electives from courses in biology, health sciences, and/or psychology. In addition, a minimum of 12 credit hours of chemistry will be required. Note: a total of six (6) credits of directed research (NSC 496) can be used toward this degree.

Special Issues for Psychology Majors and Minors

Double Counting of Courses Up to two *University Program (UP)* courses from the department of the major or minor may be counted toward both UP and major or minor requirements. You should check the *University Program* restrictions to find the conditions under which it can be done.

Hours that are counted toward "psychology" majors or minors may also be counted as partial fulfillment of other "non-psychology" major or minor requirements provided that (1) you complete the required number of semester hours for graduation, (2) no course may be counted toward both the major and minor in the same department, and (3) the courses so counted are specified by number in the Bulletin description of the majors or minors involved. **NOTE: When a course fulfills two or more requirements, it does *not* reduce the total of credits required for graduation.**

Variable Credit Courses Some courses, such as PSY 496 (*Directed Research*), can be taken for variable credit. The number of credits that can be counted toward graduation is determined by university regulations as reported in the most current *Undergraduate Bulletin* when the course is taken. Therefore, it is important to look up the maximum allowable credits in a current *Undergraduate Bulletin* before enrolling in such courses. **Note:** The credits allowed to count towards the major (e.g., 3 for PSY 496) may be fewer than the total allowed in the bulletin (as of 2008-2009 bulletin, you can take up to 6 credits of PSY 496). This means you can take up to 6 but can only count 3 credits towards the major.

Transferring Courses CMU maintains "transfer equivalency tables" that tells you how courses which have already been reviewed will transfer to CMU (see [here](#)). However, many courses in Michigan and across the country have never been reviewed, so you must ask the ***Undergraduate Director*** to evaluate courses that are not currently listed to ensure they will transfer. In addition, you may ask for a new review of a listed course if you feel that the transfer arrangement does not match the current content of the course.

List of Psychology Courses

PSY 100	Introduction to Psychology	PSY 385	Applications of Research Methods
PSY 211	Introduction to Psychological Stats	PSY 387	Behavioral Neuroscience
PSY 220	Developmental Psychology	PSY 409	History of Psychology
PSY 225	Foundations of Cognitive Science	PSY 450	Clinical Psychology
PSY 250	Abnormal Psychology	PSY 459	Stress
PSY 285	Research Methods	PSY 487	Neuroscience Seminar
PSY 301	Sports Psychology	PSY 496	Directed Research
PSY 310	Psychological Testing	PSY 497	Independent Study
PSY 322	PSY Infant & Early Childhood	PSY 498	Undergraduate Honors Thesis
PSY 324	Childhood and Adolescence	PSY 500	Special Issues
PSY 325	Psychology of Aging	PSY 502	Teaching Assistant in Psych
PSY 330	Social Psychology	PSY 503	Princ & App of Sign Lang & Manual Systems
PSY 332	Evolutionary Psychology	PSY 510	Principles of Psychological Measurement
PSY 334	Psychology of Women	PSY 509	Behavioral Pharmacology
PSY 336	Industrial/Organizational Psychology	PSY 511	Statistics in Psychology
PSY 337	Psychology of Advertising	PSY 531	Group Dynamics
PSY 339	Psychology and Law	PSY 533	Psychology of Racism
PSY 340	Studies in Personality	PSY 535	Organizational Psychology
PSY 350	Clinical Interviewing/Counseling	PSY 536	Personnel Psychology
PSY 370	Applied Behavior Analysis	PSY 537	Organizational Behavior Management
PSY 379	Health Psychology	PSY 538	Occupational Health Psychology
PSY 382	Perception	PSY 562	Therapeutic Intervention Foundations
PSY 383	Learning and Memory	PSY 559	Rehabilitation
PSY 384	Behavior Analysis	PSY 588	Functional Neuroanatomy

PART II: CAREER OPPORTUNITIES

It is not unusual for someone contemplating a psychology major or minor to ask, "What can I do with a degree in psychology?" The answer is rather straightforward: Psychology graduates generally enter the workforce or go on to graduate school. When psychology graduates enter the workforce, they often enter a business field, one of the human service areas, or teaching.

What Can I Do With a Degree in Psychology?

Each year, approximately 75,000 students graduate from a four-year college with a degree in psychology. Psychology is a pre-professional degree that can prepare you for graduate school in law, medicine (including medical school, physician assistant programs, dental school, physical therapy, and others), counseling, social work, and psychology. Graduates find work in social services, companies, or organizations that value the skills taught in psychology classes.

- For information about a career as a Psychiatric Technician and Aide, go [here](#)
- For information about a career as a probation or parole officer, go [here](#)
- For information about adoption case worker, substance abuse counselor, or residential house parent, go [here](#)
- For information about a career as a medical or health services manager, go [here](#)
- If you are interested in a career as a psychologist, please go [here](#)

Employment Opportunities

Psychology graduates generally fare quite well in business fields. Research has shown that psychology graduates are just as upwardly mobile as other college graduates, including those with business degrees. Many personnel recruiters say that they consider the psychology curriculum to be quite rigorous and attractive to business, and some recruiters even cite evidence indicating superior GPAs of psychology majors. Whereas some organizations are biased against liberal arts majors and look for graduates with business or technical degrees, many firms consider a psychology degree excellent preparation. In particular, the critical thinking and computer skills acquired in the statistics and research methods sequence are highly valued by employers. Psychology majors are experienced at generating and evaluating hypotheses, gathering, analyzing, and reasoning from data, and in communicating their findings both orally and in writing. Also, the management of human behavior is an important expense and concern to businesses. Thus, persons with an understanding of human behavior are often vital additions to management teams charged with organizational decision making.

In addition to opportunities in business, there are opportunities for psychology majors in human service fields. For example, psychiatric aide, adoption caseworker, probation officer, substance abuse counselor, and residential treatment center houseparent are human service jobs often held by psychology graduates. The U. S. Department of Labor, Bureau of Labor Statistics, projects that the human services workforce will continue to be one of the fastest growth areas within the economy from 2002-2015. The Bureau notes:

Job opportunities for social and human service assistants are expected to be excellent, particularly for applicants with appropriate postsecondary undergraduate education. The number of social and human service assistants is projected to grow much faster than the average for all occupations between 2002 and 2015—ranking the occupation among the most rapidly growing. Many additional job opportunities will arise from the need to replace workers who advance into new positions, retire, or leave the workforce for other reasons. There will be more competition for jobs in urban areas than in rural areas, but qualified applicants should have little difficulty finding employment. Faced with rapid growth in the demand for social and human services many employers increasingly rely on social and human service assistants to undertake greater responsibility for delivering services to clients.

There are two caveats to this rosy picture. Bachelor's level human service jobs generally do not pay as well, or offer as many opportunities for advancement, as bachelor's level jobs in the business sector. Nevertheless, many psychology graduates obtain satisfying employment in human service careers.

For more information on employment opportunities for psychology graduates, you can (1) visit the CMU Office of Career Services and Resource Center, 215 Bovee University Center (989-774-3068) to review employment materials and speak with an advisor; (2) talk to a member of the psychology faculty about your career goals; (3) visit the Psychology website [here](#); (4) review the materials listed below, which are available in Park Library or via interlibrary loan.

Landrum, R. E. & Davis, S.F. (2009). *The psychology major: Career options and strategies for success*. (4th ed.). Pearson. Interlibrary loan.

Schultheiss, D.F.P. (2008). *Psychology as a major: Is it right for me and what can I do with my degree?* Washington, DC: American Psychological Association. In Park Library.

Wegenek, A.R. & Buskist, W. (2010). *The insider's guide to the psychology major: Everything you need to know about the degree and the profession*. Washington, DC: American Psychological Association. In Park Library.

Suggested Courses for Specific Career Paths

The lists propose elective courses relevant to certain career paths. The lists are included as a guide (as opposed to a requirement). Remember that you still have to take the required sequence of courses and the prerequisites (see the Psych. Major requirements above).

Careers in

Business

310	Psychological Testing	510	Principals of Psychological Measurement
330	Social Psychology	531	Group Dynamics
336	Industrial/Organizational Psychology	535	Organizational Psychology
337	Psychology of Advertising	536	Personnel Psychology
383	Learning and Memory	537	Organizational Behavior Management
538	Occupational Health Psychology		

Social Work

220	Developmental Psychology	334	Psychology of Women
250	Abnormal Psychology	340	Studies in Personality
310	Psychological Testing	350	Clinical Interviewing and Counseling
324	Childhood and Adolescence	370	Applied Behavior Analysis
325	Psychology of Aging	459	Stress
330	Social Psychology	531	Group Dynamics

Human Services

220	Developmental Psychology	350	Clinical Interviewing and Counseling
250	Abnormal Psychology	370	Applied Behavior Analysis
310	Psychological Testing	384	Behavior Analysis
330	Social Psychology	459	Stress
340	Studies in Personality	531	Group Dynamics

Education

220	Developmental Psychology	340	Studies in Personality
250	Abnormal Psychology	383	Learning and Memory
310	Psychological Testing	384	Behavior Analysis
324	Childhood and Adolescence	531	Group Dynamics
330	Social Psychology	586	Applied Behavioral Analysis in Education
		589	Cognitive Psychology

Human Factors

325	Psychology of Aging	383	Learning and Memory
330	Social Psychology	459	Stress
336	Industrial/Organizational Psychology	511	Statistics in Psychology
382	Perception	589	Cognitive Psychology

Pre-Physical Therapy Majors

Physical Therapy is not an undergraduate major. A number of undergraduates interested in Physical Therapy choose to major in Psychology. To prepare students for admission to the physical therapy training program at CMU ([here](#)), the Psychology Department has available a check-off sheet for completion of the physical therapy program recommendations. Admission to graduate training in Physical Therapy at CMU includes 9 credits of undergraduate coursework in Psychology including a course in developmental psychology (PSY 220) and an introductory course in statistics (PSY 211). A course in rehabilitation (PSY 559) or health psychology (PSY 379) is also strongly recommended.

PART III: GRADUATE SCHOOL

Psychology students often pursue graduate study either immediately after obtaining the bachelor's degree or after completing a few years of relevant work experience. An undergraduate major in psychology also provides a good background for graduate study in other disciplines, such as management, social work, criminal justice, or counseling. Furthermore, the bachelor's degree in psychology can be used as a pre-professional degree (e.g., pre-law, pre-med, pre-physical therapy, pre-physician's assistant). If you plan to enter a health-related profession, ask your health professions advisor for a checklist of preparatory courses that should be completed in addition to your psychology major.

Applying To Graduate School

New career opportunities open up for students who complete graduate programs in psychology, and these opportunities are a function of the level and area of graduate training which are completed. Generally speaking, there are three different levels of graduate degrees, though not all graduate schools offer all three degrees. A *master's degree* generally entails two years of graduate study (30-45 semester hours) and may or may not require a thesis. Many masters programs are designed to provide preparation for further graduate study, although some master's programs are vocationally oriented. A *specialist's degree* generally requires 60-70 semester hours of graduate study and is generally vocationally oriented rather than serving as preparation for further study. The *doctoral degree* is the highest degree awarded in psychology. The duration of study and specific requirements are quite variable depending on the particular program and the specialty area. Three years of coursework is generally the minimum required, a doctoral dissertation or some equivalent is generally required, and a one-year internship may or may not be required. CMU offers one type of doctoral program in psychology: the Ph.D. (Doctor of Philosophy). This traditional doctoral degree is generally thought of as training scholars or researchers. A number of non-university affiliated professional schools offer the Psy.D. (Doctor of Psychology). The Psy.D degree is generally thought of as preparing practitioners. The above descriptions of degree levels and types are intended to serve as a very general guideline and introduction; programs vary considerably across universities and professional schools. ***It is of the utmost importance that you carefully investigate the specific programs you are considering.***

There are a variety of specialty areas within psychology that offer graduate training; for example, clinical psychology, community psychology, counseling psychology, developmental psychology, experimental psychology, health psychology, industrial/organizational psychology, physiological psychology, school psychology, social psychology, etc. In addition, psychology majors are often well-prepared for graduate study in other disciplines such as management, counseling, social work, or criminal justice. Some areas of graduate study are relatively easy to get into; others are extremely competitive and accept only a small fraction of those who apply. Thus if you are contemplating graduate school, you should begin planning as early as possible.

You should consult your faculty advisor to learn more about the various issues raised in this section of the *Handbook*. In general, graduate school admissions are based on the following factors: undergraduate transcripts and grades, GRE scores, letters of recommendation, research experience and, for applied psychology programs, relevant work or volunteer experience or both.

1. Undergraduate Transcripts

Two aspects of the *undergraduate transcript* are generally considered in evaluating applicants. First is the grade point average; both overall GPA and psychology GPA are considered. Remember that the timing of graduate school applications generally precludes sending one's last semester's grades. Second, consideration is often given to the specific courses completed. Courses both inside and outside psychology are considered. Thus, it is important that the psychology advisor be consulted in determining which classes to take. The section on the graduate preparation major lists courses suggested for students who intend to pursue graduate study.

2. Graduate Record Exam (GRE) Scores

There are two aspects to the GRE: (1) General Aptitude test (verbal, quantitative, and writing tests), and (2) Advanced Psychology test. Many master's degree programs do not require GRE Scores, but almost all doctoral programs do. The scores that carry the most weight are the verbal and quantitative aptitude scores. Because these tests are based to a great extent on learned skills, you can improve your score by learning to read rapidly, improving your vocabulary, and learning to diagnose and calculate algebra, geometry, and trigonometry problems quickly. You also may need to be sure you are not bothered by test anxiety. The Counseling Center (102 Foust, 989-774-3381) has test anxiety reduction programs each semester. Some graduate programs require only the General Aptitude test, others require both the General Aptitude and the Advanced tests, and others require neither. Occasionally a graduate program requires the Miller Analogies Test (MAT). More information about the GRE can be obtained from the education testing services at www.gre.org or by calling the Computer-Based and Placement Testing Center at 989-774-1092, located in Room 142N of the IET Building. Advice on how to prepare for the GRE should be sought from the faculty advisor and from students who have already taken the exam.

3. Letters of Recommendation

Letters of recommendation are generally a requisite part of the graduate application. A complete and impressive letter can only be written by someone who knows the student well. A faculty member who knows a student only from one course generally cannot write a detailed letter. Consequently, early in your education, it is important to create opportunities for individual faculty to get to know you. Faculty are accustomed to working with students and writing graduate school letters, so you will generally find them quite understanding and receptive. The most powerful letters tell of actual accomplishments beyond grades, so research experience or volunteer experience often leads to good letters of reference. You do not want a negative letter in your materials, so it is important to ask each potential referee whether he or she can write a positive letter for you. Be sure to supply your recommenders with a stamped addressed envelope, completed and signed forms, if any, and a list of schools organized by deadline. Make sure your recommenders understand your deadlines.

4. Research Experience

Over the years, it has become increasingly important for students to acquire research experience prior to applying to graduate school. This experience must be completed early enough so that it can be evaluated by the graduate admissions committee. You can acquire research experience by assisting faculty with their research or by completing your own research project. To find out about research of interest to you, it is necessary for you to seek out and talk to professors directly. You should ask faculty directly about their research and offer to get involved. PSY 496, *Directed Research*, and PSY 498, *Undergraduate Honors Thesis in Psychology*, both provide opportunities for students to earn course credit and have faculty supervision while completing research. Often faculty require that students complete at least PSY 211 and PSY 285 before participating in research, so it is advantageous to complete the statistics and research methods sequence as early as possible in their program. ***Students who have presented their research at a psychology conference or who have had their research accepted for publication are at a tremendous advantage when applying to graduate schools.*** For more information, you should consult your faculty advisor. Excellent letters of recommendation often come from such experience.

5. Relevant Work or Volunteer Experience

Relevant work or volunteer experience is often weighted heavily in evaluating graduate school applications in clinical psychology, counseling psychology, or school psychology. A variety of experiences are appropriate, including such things as volunteering in a human service agency and working as a resident assistant or camp counselor. The particular experience which is most valuable depends on the area of graduate study to be pursued. Long term experiences are often more impressive than brief ones. If you are interested in clinical psychology, you should seek relevant experiences as soon as you decide that you will

major in psychology. Your faculty advisor can often be very helpful in suggesting or arranging relevant experiences. In addition to enhancing your graduate school application, relevant work and volunteer experience can lead to (1) meaningful, detailed, and impressive letters of recommendation from your supervisor, and (2) a better understanding of your own long-range career goals.

Graduate School Applications

If you are considering graduate study in psychology, you need to investigate graduate programs during your junior year. By the end of the junior year, you should have a prepared list of programs to which you will apply. You should also use the junior year to prepare for the GRE, which is typically taken at the end of the junior or early in the senior year. In order to do well on the GRE, you should begin to prepare as soon as possible by taking literature and math courses.

In early Fall of the senior year, you should write for applications from those programs to which you will apply. (Many schools post application materials on the internet, but many schools require multiple forms. Therefore, it is a good idea to phone each department to check that you are filling out all of the required forms.) Note that many programs update their application materials over the summer so do not assume materials obtained earlier are correct. Application deadlines vary, but are generally between November and February. Because it is often anxiety producing to apply for graduate school, many students postpone completing the graduate applications until the last possible moment. This is a serious mistake! Graduate applications should be completed with great care and forethought. Several rough drafts are often necessary before a final draft is ready. Questions should be read carefully and answered completely. The faculty who read graduate applications often have to screen hundreds of applications. They will typically give serious consideration only to those that stand out in excellence.

Resources to Help with Applications to Graduate School

The books and websites listed below contain helpful information on graduate training in psychology and the process of applying to graduate school. The first book is of particular value because it describes every psychology graduate program in the country and is updated annually. All books are available in Park Library. APA books can be ordered directly from the American Psychological Association, 750 First Street, N.E., Washington, D. C. 20002-4242 (Telephone: 1-800-374-2721) website: <http://www.apa.org>.

American Psychological Association. *Graduate Study in Psychology*. Washington, D.C.: Author. (revised annually)

American Psychological Association. (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology (2nd ed.)*. Washington, DC: American Psychological Association.

Burgess, D., Keeley, J., & Blashfield, R. (2008). Full disclosure data on clinical doctorate programs. *Training and Education in Professional Psychology*, 2 (2), 117-122.

Buskist, W. & Burke, C. (2007). *Preparing for graduate study in psychology: 101 questions and answers (2nd ed)*. New York: Wiley-Blackwell.

Landrum, R.E. (2005). Graduate admissions criteria in psychology: An update. *Psychological Reports*, 97(2). 481-484.

Suggested Courses for Graduate School

Clinical Psychology

Consult with advisors for additional courses and experiences relevant to potential specialty areas within Clinical Psychology such as Health Psychology, Child Psychology, Neuropsychology, etc.

220	Developmental Psychology	340	Studies in Personality
250	Abnormal Psychology	409	History of Psychology
330	Social Psychology	496	Directed Research

Industrial/Organizational Psychology

See Business List above for additional courses.

310	Psychological Testing	330	Social Psychology
336	Industrial/Organizational Psychology	496	Directed Research

School Psychology

Students interested in pursuing graduate education in school psychology would be advised to 1) obtain research experience (PSY 496), 2) take the GRE, 3) obtain experience with children, 4) job shadow a school psychologist, 5) obtain letters of recommendation from faculty with whom you had face-to-face classes, and 6) consider the following courses:

220	Developmental Psychology	330	Social Psychology
250	Abnormal Psychology	350	Clinical Interviewing and Counseling
310	Psychological Testing	370	Applied Behavior Analysis
324	Childhood and Adolescence	496	Directed Research

Experimental Psychology

220	Developmental Psychology	409	History of Psychology
330	Social Psychology	496	Directed Research
383	Learning and Memory	511	Statistics in Psychology
382	Perception	589	Cognitive Psychology

Behavior Analysis Certification

The psychology department offers a 12-credit hour course sequence that meets the educational requirements of the Behavior Analyst Certification Board to become Board Certified Assistant Behavior Analysts (BCaBA). Completion of this course sequence, completion of the experience requirements, and passing of the BCaBA certification exam are required for certification. The Behavior Analyst Certification Board, Inc. has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst Examination:

PSY 370	Applied Behavior Analysis	PSY 570	Behavioral Assessment and Treatment Planning
PSY 384	Behavior Analysis	PSY 586	Applied Behavior Analysis in Education

Students interested in the BCBA course sequence should complete an advisor form at 180 Sloan Hall or send an email to the following address: BCBA@cmich.edu.

The Accelerated Master's Program in Experimental Psychology

Outstanding undergraduate students who are interested in pursuing advanced study in Experimental Psychology may want to consider the Accelerated Option in the M.S. in Experimental Psychology program. Students complete their B.S. degree with the Psychology major in four years and complete the M.S. degree in Experimental Psychology in the fifth year. More information on this option can be found in the *Graduate Bulletin* and in the Experimental Psychology Program Handbook, both of which are available on-line. *Students who are interested in this option must be working with an Experimental Psychology program faculty member.* Students apply to the Experimental Program in their junior year and must meet all requirements for regular admission to the program. Students who are accepted to this 12-month program must have completed all of their University Program requirements and still have 12 credit hours remaining in their Psychology major for the required graduate coursework. Students who are interested in this option should contact the Experimental Psychology Program Director early in their program of study for advising.

PART IV: PSYCHOLOGY STUDENT ORGANIZATIONS

Psi Chi: The National Honor Society in Psychology

Psi Chi is the National Honor Society in Psychology, founded in 1929, for the purpose of encouraging, stimulating, and maintaining excellence in scholarship of the individual members in all fields, particularly in psychology. Psi Chi also promotes the science of psychology. Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association (APA) and a member of the Association of College Honor Societies.

Psi Chi serves two major goals. The first of these is the Society's obligation to provide academic recognition to its initiates by the fact of membership. The second goal is the obligation of each of the Society's local chapters to nurture the spark of that accomplishment by offering a climate congenial to creative development. For example, Psi Chi makes active attempts to nourish and stimulate professional growth through programs designed to augment and enhance the regular curriculum and to provide practical experience and fellowship through affiliation with the chapter. Also, national and regional conventions are held annually in conjunction with the psychological associations' conventions. Additionally, there are research award competitions, certificate recognition programs, and a quarterly *Psi Chi Newsletter* that helps to unite the members as well as to inform and recognize their contributions and accomplishments.

At CMU, one of Psi Chi's most popular programs is the Class Hash that occurs just before pre-registration each semester, when students exchange experiences about classes they have taken. Class Hash can help you make decisions about which classes and instructors to take.

Non-members are welcome at all meetings of Psi Chi. Students interested in joining Psi Chi should visit our website [here](#) for information about meetings and other upcoming events. An application form is available on the website. To contact our chapter, please send email to psichi@cmich.edu. The faculty advisor is Dr. Emily Bloesch, bloes1ek@cmich.edu.

Membership Requirements:

1. Completion of 9 semester hours of psychology.
2. Completion of at least 3 semesters of college.
3. Registration for a major or a minor in psychology.
4. An overall GPA in the upper 35% of the student's graduating class.
5. A "B" average (3.0) or better in psychology courses.
6. High standards of personal behavior.

Association for Psychological Science Student Caucus (APSSC)

CMU has an active chapter of the Association for Psychological Science Student Caucus (APSSC). As the representative body for the Student Affiliates of the Association for Psychological Science (APS), the APSSC is committed to the goals of that organization: to advance the discipline of psychology, to preserve the scientific base of psychology, to promote public understanding of psychological science and its applications, to encourage the application of psychology in the public interest, and to enhance the quality of education in the science of psychology.

APSSC is a service organization founded to act as a forum for graduate and undergraduate student issues, as a voice for students in APS policy decisions, and as a national networking and information resource. APSSC develops and enacts programs aimed at meeting the needs of both students and APS as a whole. Specific program goals are to promote student research, to provide opportunities for contact between students and psychologists in the field, to make policy recommendations to APS about student concerns, to assist in students' professional development through activities such as arranging funding for travel to conferences, to promote extracurricular educational participation via local chapters of the national student

organization, and to disseminate information about the educational and scientific opportunities available to students.

At the national level, the APS Student Caucus (APSSC) is the representative body for student affiliates of APS and acts as a service organization for graduate and undergraduate students. Keep in mind that all student affiliates of APS are members of the APSSC.

Some of the caucus activities related to APSSC's goals are (1) a student research competition, (2) travel funds for attending the APS annual convention, (3) a local conference matching-funds program, (4) chapter recruitment, (5) an e-mail system for students (APSSCnet), and (6) a mentorship program.

In 1993, 1994, and again in 1995, CMU's Chapter of APSSC earned the National Outstanding Chapter Award for its unique activities during the year! In 1998, CMU's chapter was the only honorable mention ever for that award. The chapter meets bi-weekly to present research, attract new members, and engage in fund-raising. The officers' names and phone numbers are posted on the bulletin board near the elevator in Sloan Hall. The society's local chapter maintains a website at <http://www.chsbs.cmich.edu/apssc>. The faculty advisor is Dr. Chris Davoli, davol1cc@cmich.edu.

Central Neuroscience Society (CNS)

The Central Neuroscience Society (CNS) is an organization of undergraduate and graduate students with shared interest in the neurosciences. The organization sponsors guest speakers and hosts socials with talks given by students and/or faculty members in the Neuroscience Program. The CNS also coordinates an annual trip to the Michigan Chapter for the Society for Neuroscience meeting. The highlights of the CNS functions occur in October and in March. During the CMU Homecoming weekend, the CNS sponsors and hosts our annual BRAIN Center Symposium, which honors and features special talks by outstanding CMU neuroscience alumni. In March, the CNS sponsors and hosts special events during the national Brain Awareness Week. These events include an outreach program to local school districts (which include talks and demonstrations by students to K-12 students in the area), an annual BRAIN Center Open House (where lab tours and demonstrations are given for the general public), and a special talk for the general public. The faculty advisor is Dr. Gary Dunbar, dunba1g@cmich.edu, Co-Director of the Interdisciplinary Program in Neuroscience and the Master of Science and Ph.D. Programs in Neuroscience.

Student Affiliation of School Psychologists (SASP)

SASP is a nationally registered organization of students in the School Psychology program that is both academic and social in nature. The group is closely advised by faculty, and hosts events for professional development and social connection among members, faculty and students in other programs. SASP provides members an arena to gather and share information, present research, attend conferences and provide peer support. The faculty advisor is Dr. Sandra Kanouse, morga1sk@cmich.edu.

Industrial/Organizational Psychology Association (IOPA)

IOPA is an organization for undergraduate and graduate students interested in the subfield of psychology known as industrial and organizational (I/O) psychology. It promotes interest in I/O psychology by arranging for outside guest speakers, CMU faculty and students presenting their research and applied projects, and trips to major conferences in I/O psychology. Students interested in the field also can get more contact with relevant faculty and advising about careers in the field through membership in IOPA. The association meets several times during the academic year. The faculty advisor is Dr. Neil Christiansen, christ1nd@cmich.edu.

Experimental Psychology Organization (EXPO)

EXPO is a new psychology RSO (Registered Student Organization) specifically designed for graduate students enrolled in the experimental psychology program. EXPO has a variety of goals including promoting psychological research at CMU, serving as a forum for faculty and students, and providing additional funding for research based activities for students. The faculty advisor is Dr. Kyle Scherr, scher1kc@cmich.edu.

Clinical Student Association (CSA)

CSA provides social support for new and returning clinical psychology graduate students. Annual events include social functions (sports and potlucks), workshops, and speakers. There are no dues, but fundraising activities are scheduled. The faculty advisor is Dr. Reid Skeel, skeel1rl@cmich.edu.

Nu Rho Psi

Nu Rho Psi, National Honor Society in Neuroscience, is an organization dedicated to the advancement of the neuroscience discipline, awarding and encouraging excellence in scholarship, promoting career development in neuroscience and related fields, and increasing public awareness of neuroscience via service to the community. Members have the opportunity to form professional relationships in the field, engage in community service, and gain access to travel awards to present their research at the annual Society for Neuroscience meeting. The faculty advisor is Dr. Gary Dunbar, dunba1g@cmich.edu.

Membership Requirements:

1. Signed major in Neuroscience
2. At least 3 semesters completed at a college/university
3. At least 9 semester hours of Neuroscience courses completed (found in bulletin)
4. Undergraduate cumulative GPA of 3.2 and a minimum GPA of 3.5 in Neuroscience courses **OR** Graduate cumulative GPA of 3.5 and a minimum GPA of 3.5 in Neuroscience courses

PART V: CORE FACULTY INFORMATION

Note: SL = Sloan Hall HP = Health Professions

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>E-MAIL</u>	<u>RESEARCH INTERESTS</u>
Ashby, Jane	SL 201	989-774-6473	ashby1j@cmich.edu	Skilled word recognition, reading disabilities, neuro-cognition of reading and language, and reading development
Babcock, Renee	SL 214	989-774-3001	babco1rl@cmich.edu	Life span development psychology, cognitive aging, and cross-cultural differences in worry and stereotypes
Backs, Richard	SL 220	989-774-6497	backs1rw@cmich.edu	Human factors, psychophysiology, aging, attention, and emotion
Beehr, Terry	SL 233	989-774-6466	beehr1ta@cmich.edu	Job stress, retirement, leadership, and careers
Bloesch, Emily	SL 230	989-774-3001	bloes1ek@cmich.edu	Cognitive aging, visual attention and perception, action-perception links Psi Chi Advisor
Christiansen, Neil	SL 223	989-774-6495	chris1nd@cmich.edu	Personality in the workplace, personnel selection, and structural equation modeling in I/O psychology Director – Industrial/Organizational, Graduate Program, IOPA Advisor
Colarelli, Stephen	SL 235	989-774-6483	colar1sm@cmich.edu	Personnel psychology, evolutionary psychology and influence on HRM utilization
Davoli, Chris	SL 227	989-774-3001	davol1cc@cmich.edu	Perception, attention, visual cognition, embodied cognition, action, tool-use APSSC Advisor

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>E-MAIL</u>	<u>RESEARCH INTERESTS</u>
Domoff, Sarah	SL 206	989-774-1072	domof1se@cmich.edu	Child media use, media effects, childhood obesity prevention in at-risk families
Drevon, Daniel	SL 104	989-774-6477	drevoldd@cmich.edu	Academic and behavior interventions for school-age children, single-case design, psychoeducational assessment, and natural mentoring relationships
Dunbar, Gary	HP 2182	989-774-3282	dunba1g@cmich.edu	Behavioral neuroscience and stem cell and pharmacological treatment of brain damage and neurodegeneration diseases Director of Neuroscience, Neuroscience Advisor, CNS Advisor
Fredrick, Stephanie	SL 103	989-774-3001	fredr1ss@cmich.edu	Peer victimization, social support, and their relation to internalizing distress
Gibson, Bryan	SL 213	989-774-6487	gibso1b@cmich.edu	Self presentation, smoker-nonsmoker interaction, and psychology gambling
Han, Kyunghee	SL 130	989-774-3001	han1k@cmich.edu	Scientific study of culture, quantitative methods, psychological test/scale development, and evaluation
Hartshorne, Timothy	SL 215	989-774-6479	harts1ts@cmich.edu	Low-incidence disabilities, CHARGE Syndrome, disability and the family, therapeutic interventions, issues around loss
Hixson, Mike	SL 224	989-774-3001	hixso1md@cmich.edu	Behavior analysis, direct instruction, precision teaching, behavior development, curriculum-based measurement Director – School

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>E-MAIL</u>	<u>RESEARCH INTERESTS</u>
Jenrow, Ken	HP 2178	989-774-3907	jenro1k@cmich.edu	Synaptic plasticity, memory consolidation and related protein and gene expression. Neuroinflammation and its effects on neuronal and cognitive function.
Johnson, Carl	SL 234	989-774-6493	johns1cm@cmich.edu	Sleep disorders, applied behavior analysis, organizational behavior management
Kanouse, Sandra	SL 222	989-774-3001	morga1sk@cmich.edu	Academic and behavioral assessment/intervention and pediatric consultation SASP Advisor
Lopez, Amanda	HP 2105	989-774-2284	lopez3a1@cmich.edu	Director – Psychological Training and Consultation Center
Marchalant, Yannick	HP 2181	989-774-6492	march1y@cmich.edu	Normal and pathological aging, rodents models of Alzheimer's disease
Meadows, Elizabeth	SL 209	989-774-6499	meado1ea@cmich.edu	Anxiety disorders, especially post-traumatic stress disorder and panic disorder
Niec, Larissa	SL 204	989-774-6471	niec1l@cmich.edu	Child clinical, parent-child interactions, child conduct problems, dissemination of evidence-based treatment, child maltreatment
O'Brien, Kimberly	SL 226	989-774-3001	obrie1ke@cmich.edu	Job stress, organizational citizenship behavior, counterproductive work behavior, mentoring, and emotional abuse
Otani, Hajime	SL 221	989-774-6441	otani1h@cmich.edu	Human memory and cognition

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>E-MAIL</u>	<u>RESEARCH INTERESTS</u>
Park, Kevin	HP 2180	989-774-3819	park1kh@cmich.edu	Investigation of pathological mechanisms in neurodegenerative diseases and preclinical therapeutic development utilizing animal models of amyotrophic lateral sclerosis, Huntington's disease, and Alzheimer's disease
Poole, Debra	SL 231	989-774-4349	poole1da@cmich.edu	Basic language/cognitive/social development in children related to social issues and forensic psychology
Prewett, Matthew	SL 203	989-774-3001	prewe1ms@cmich.edu	Team performance management: staffing, training, group motivation, and performance appraisal
Reilly, Mark	Rowe 228	989-774-3988	reill1mp@cmich.edu	Experimental analysis of behavior, operant/respondent conditioning, quantitative models, animal learning, behavioral pharmacology, and substance abuse Director – Undergraduate Program Neuroscience Advisor
Rhymer, Katrina	SL 101B	989-774-6481	rhyme1kn@cmich.edu	Academic, behavioral assessment/intervention, and pediatric consultation Department Chair
Ronan, George	SL 202	989-774-3001	ronan1gf@cmich.edu	Personal problem solving, violence and aggression, and clinical research methodology

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>E-MAIL</u>	<u>RESEARCH INTERESTS</u>
Sandstrom, Michael	HP 2179	989-774-2881	sands1m@cmich.edu	Brain plasticity, compensatory neuronal activity, and behavior associated with deteriorative diseases such as using animal models Neuroscience Advisor
Scherr, Kyle	SL 232	989-774-3001	scher1kc@cmich.edu	Psychology and law topic of police interrogations. This research has looked at various psychological causes for why suspects offer confessions during police interrogations and psychological factors that influence suspects' comprehension of and willingness to waive their Miranda rights Director – Experimental EXPO Advisor
Skeel, Reid	SL 136	989-774-6485	skeel1rl@cmich.edu	Ecological validity of neuropsychological assessment, cognition and medication adherence, influence of affective variables on cognitive performance, decision-making and risk-taking, malingering Director – Clinical CSA Advisor
Vanhorn, Roger	SL 205	989-774-3001	vanho1kr@cmich.edu	Human development and developmental changes in cognitive and psychosocial
Weed, Nathan	SL 212	989-774-3001	weed1nc@cmich.edu	Psychological assessment, validation of clinical inferences from psychological tests, the MMPI-2, MMPI-A, and MMPI-2-RF