

PSYCHOLOGY UNDERGRADUATE HANDBOOK

The Catholic University of America
Washington, DC

2016-2017

See the Psychology Department website for more information:

<http://psychology.cua.edu>

NOTE:

Psychology course requirements and other regulations affecting undergraduates are subject to change. The information contained in this Handbook is believed accurate. However, this Handbook does not represent official university policy and should not be treated as such.

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University Directory (all numbers are 202-319-xxxx)

Department of Psychology 314 O'Boyle

Director of Undergraduate Studies...(308 OB).....Dr. Marcie Goeke-Morey...5760
Department ChairDr. Marc Sebrechts.....5757
Administrative Assistant.....Judith Falk.....5750

School of Arts and Sciences 107 McMahan

Dean (109 McMahan).....Dr. Aaron Dominguez.....5115
Asst. Dean for Undergrad. Programs.....Dr. Kerstin Gaddy.....5114
Coordinator for Undergraduate Student Services.....Patricia Galindo.....5114

Office of Undergraduate Programs B09 McMahan

UG Vice Provost and Dean of Undergrad Studies.....Dr. Lynn Mayer.....5220
Honors Program Director.....Dr. Jenny Paxton.....5220
Transfer Coordinator.....Kate Miedreich.....4354

Enrollment Services W200 Father O'Connell Hall

University Registrar.....Julie Isha.....5300
Associate Registrar.....Danielle Spinato.....5300
Asst. Director for Student Services.....Mallory Boyd.....5300

Dean of Students 353 Pryzbyla Center

Assoc. Vice President & Dean of Students.....Jonathan Sawyer.....5619
Sr. Assoc. Dean of Students & Dir. of Campus Act...Kathryn Jennings.....5619
Associate Dean of Students & Dir. of Res. Life.... Amy Kerr.....5619

Center for Global Education 110 McMahan Hall

International Student & Scholar Serv. Director.....Gudrun Kendon..... 4698
Education Abroad Director.....Grace Schneider.....4698

Counseling Center 126 O'Boyle

Director.....Dr. Monroe Rayburn.....5765

Disability Support Services 127 Pryzbyla Center

Director.....Philip Magalong.....5211
Disability Support Services Coordinator.....Ian Kunkes.....5211

Center for Academic Success Mullen Library, Second Floor

Director of Academic SupportColin Pears.....5655
Program Coordinator, Tutoring and Math Center.....Ryann Craig.....5655

Writing Center 219 Mullen Library

Director.....Dr. Kevin Rulo.....4286

Undergraduate Advising Center B10 McMahan

Director & Program Coordinator, Academic Coaching..Nick Kruckenberg.....5770

Career Services 102 McMahan

Director.....Anthony Chiappetta.....5623
Internships.....Kathryn Marshall.....5623
Career Information.....Soad Mahfouz.....5623

Mullen Library

Psychology and Electronic Resources Librarian.....Shanyun Zhang.....5839
Information Desk (reference/research questions).....5070
Circulation Desk.....5060

Office of Student Financial Assistance 300M Father O'Connell Hall.....5307

Office of Campus Activities 125 Pryzbyla Center.....6003

1. Introduction to the Undergraduate Program in Psychology

A. Psychology--A Discipline, a Science and a Profession

Psychology is about people and human behavior. To understand human behavior, psychologists study how and why people perceive, think and act. But psychology is also much more than this. It includes the study of human development, abnormal behavior, psychological methods and statistics, the biological bases of behavior, social interaction, and more.

The Department of Psychology at The Catholic University of America reflects this diversity of content areas, for our faculty members have varying backgrounds and interests that effectively cover the entire spectrum of modern psychology. The Undergraduate Program in Psychology is designed to provide the student with a thorough understanding of these content areas and the theories, concepts, and methods of the discipline of psychology.

In addition to being a scholarly discipline and a science, psychology is also a profession. Many psychologists work in schools, universities, hospitals, clinics, industry, government, business, and private practice, seeking to understand and provide practical solutions for human problems. Psychology, then, is three things--a discipline, a science and a profession. The undergraduate psychology curriculum at CUA is cognizant of each of these facets of psychology. Thus the major prepares students for the widest range of career options, from baccalaureate-level positions to graduate training at prestigious universities.

B. The Undergraduate Psychology Program

The Department of Psychology is one of the larger departments at CUA, and this *Handbook* will provide you with valuable information about the department and the major. We currently have a total of 10 full-time and 12 adjunct and lecturers (see section 5.A for list of faculty and their interests) who work with undergraduates, and over 270 undergraduate majors.

We also have a number of students who choose only to minor in psychology, while a few choose to double major in both psychology and another subject. If you are new to psychology, you may be unsure whether to select psychology or some other subject for your major. Reading this handbook should also help you to reach a decision.

Although students major in psychology for a variety of reasons, in general most students select psychology with one (or more) of five broad goals in mind: (1) a liberal arts education; (2) preparation for employment, not only in psychology, but in related fields; (3) enhancement of one's ability to understand and evaluate human behavior; (4) preparation for graduate study in psychology; and (5) preparation for graduate study in other fields. The Undergraduate Program in Psychology has been specially designed to meet the requirements posed by these different goals.

(i) *A liberal arts education.*

Psychology is an excellent major for students seeking a broad, liberal arts education. The psychology curriculum provides the student with a foundation in the behavioral sciences, and the distribution requirements of the School of Arts and Sciences ensure a grounding in a foreign language, the humanities, philosophy, literature, religion, math, and the natural sciences. Our department offers a unique education with the solid liberal arts curriculum and small-to-medium sized classes of an undergraduate college, coupled with the outstanding faculty of a top-level

graduate school. Students are advised during their freshman year by our Director of Undergraduate Studies and other faculty dedicated to first-year advising. We then try to assign them to a single faculty advisor from their sophomore through senior years, allowing advisors and advisees to develop a productive mentorship relationship over the years. The graduate students in our three Ph.D. programs often serve as additional mentors, working with the undergraduates on research teams, and assisting them in preparing for job and graduate school applications and interviews.

(ii) *Preparation for employment in psychology and related fields.*

Employment opportunities for psychologists can be found in a variety of areas, including advertising, management, mental health, child development, education, medicine, forensics, communication, marketing, personnel/human resources, and government. (See Section 4 for information on careers in psychology and related fields.) Professional psychologists usually have a Masters or a Doctoral degree in a specialized area of psychology. However, there are a number of occupations that do not require the skills of a professional or research psychologist but general skills in understanding human behavior and working with people. Majoring in Psychology at CUA allows you to develop human relations skills coupled with research skills that are desirable to employers and critical to job success: oral communication, interpersonal skills and awareness of social interactions, research and writing skills, problem-solving skills, and critical thinking skills in the areas of analysis and evaluation of information.

(iii) *Enhancement of one's ability to understand and evaluate human behavior.*

Students learn to apply theories and findings from psychology to their daily life and experiences. In doing so, may find that they understand themselves and other people better and have learned important information that will help them in their interpersonal relationships and careers.

(iv) *Preparation for graduate study in psychology.*

Majoring in psychology is the best preparation for graduate study in psychology. Although the undergraduate program does not function *primarily* to prepare students for professional careers in psychology, the curriculum anticipates the rigors of graduate education and recognizes the educational skills required for such careers. By giving students a broad background in the basic methods and theories of psychology, as well as the opportunity for research experience with faculty, the program provides students with a firm foundation for specializing in a particular area of psychology at the graduate level, often with partial or total funding. Our faculty, with years of experience in graduate admissions, is extremely knowledgeable about what undergraduates need to do during their college years in order to be top candidates for graduate programs. (See Section 6.A for further information on graduate study in psychology.)

(v) *Preparation for graduate study in other fields.*

The psychology major can be used as preparation for graduate study in other fields where knowledge of Psychology provides an excellent foundation. As one former student (now a physician) commented, "I use a lot of my psychology training in medicine, and I used a lot more last year with the residents and students in my job as chief resident." Students who are interested in careers in law, medicine, dentistry, nursing, physical therapy, occupational therapy, speech pathology, social work, counseling, education, criminology, or business often select psychology as an undergraduate major. (See Section 3.L for information on pre-law and pre-med programs.)

The most successful Psychology majors have a blend of interpersonal, verbal, and quantitative skills. Many share a curiosity about why people behave as they do, including in strange and unpredictable ways, and are often the ones their friends turn to for help and advice. Many are interested in child development, or are fascinated by how the brain works and how we learn and remember things. They are highly motivated and seek out opportunities to do research, as well as volunteer for human service positions. Active involvement outside of the classroom, including internships, is a critical factor both in obtaining employment and gaining admission to graduate school.

C. How to Use this Handbook

You are encouraged to read and become familiar with each section of this handbook. The handbook has been designed for Psychology majors, minors, double majors, and all students interested in psychology. The Appendix to this handbook contains a blank course record form ("tracking sheet"); you can access an updated tracking sheet for any major through the Cardinal Station website. You should therefore keep this handbook until you graduate, and use it as a reference during your time in the Department of Psychology. The *Handbook* is also available online on the department's webpage: <http://psychology.cua.edu> (see Undergraduate Programs and then "Current Students").

Some of the things you can use this handbook for are:

- (i) Find out what courses you need to take in order to major in Psychology.
- (ii) Find out about careers in Psychology and related fields.
- (iii) Discover what you need to know to apply to graduate school.
- (iv) Find out more about the activities of the Department of Psychology.
- (v) Find out about faculty advisors and the areas of specialization of particular faculty.

It is a good idea to refer to this handbook, along with the Arts and Sciences *Advising Handbook*, on a regular basis. Both are available online. If, after looking in both references, you cannot find an answer to your question, please contact your advisor or the undergraduate Arts and Sciences office for assistance.

The Undergraduate Director will also frequently forward emails to all psych majors, with announcements for research, internship, and job opportunities – so be sure to check your CUA email at least once a day.

2. Undergraduate Courses in Psychology

Faculty who teach undergraduate courses have a wide range of interests, and so the Department is able to offer courses in every major area of specialization in psychology, with the possible exception of animal behavior.

Rather than teach one large class in General Psychology, multiple sections of this very popular course are offered each semester, and enrollment is kept low (no more than 35 per class) so that students can benefit from class participation, in-class demonstrations, films, experiential exercises, and personal attention from the instructor. Elective courses also typically are limited to no more than 40 students.

Around 30 undergraduate classes in psychology are offered each year. The exact number of courses offered may vary from year to year, and some courses may not be taught every year. If you are interested in taking a specific class, contact the course instructor or Undergraduate Director for information as to when the course will be offered. Courses are worth 3 credits each, with the exception of PSY 322 and PSY 350 that have a lab included and are worth 4 credits, and the 1-credit Research Apprenticeships (PSY 493) and 470-level labs.

Table 1 lists the psychology courses for undergraduates taught in recent years.

The course number indicates the level at which it is taught. PSY 201 (General Psychology) is the **first course taken by majors**, typically in the freshman year, and is also a very popular course for non-majors as well. All other courses at the 200-level and some at the 300-level (PSY 304, 309, 345, 385, and 387) are open to all students *without* PSY 201 as a prerequisite. PSY 201 is a *prerequisite* for all other courses at the 300-level and above.

- 200- and 300-level courses are **appropriate for all students**, including freshmen and sophomores.
- 400-level courses are **most appropriate for juniors and seniors**, although some interested sophomores may register (and may wish to check with the professor first).
- 500-level and 600-level courses are **intended for graduate students**, but qualified juniors and seniors register using a form available from the Arts & Sciences office (and need to get the permission and signatures of both the professor and the undergraduate director in Psychology).

Table 2 lists 200- to 500-level undergraduate psychology courses by area: General, Methodology and Statistics, Experimental, Clinical, Developmental, and Social/Personality.

Table 1. List of undergraduate psychology courses and professors

201	General Psychology	
207	Early Childhood Development	Barrueco, Crowley
216	Psychology of Religion	Brennan
224	Psychology of Women and Men	Glass
226	Close Interpersonal Relationships (online, summer)	Goeke-Morey
228	Modern Look at Freudian Psychology	Jobes
232	Psychology of Stress and Coping (summer)	Segal
240	The Aging Mind	
243	Sport Psychology	Kaufman
245	Vocational Psychology	Parkhurst
251	Psychology of Terrorism	Davenport
261	Psychology and the Media	Rich
302	Forensic Psychology	Flower
303	Industrial/Organizational Psychology	LaPort
304	Brain and Behavior	Adleman
305	Social Psychology	Brennan
308	Social Development	Goeke-Morey
309	Psychology of Adolescence	Degnan
310	Cognitive Development	Degnan
322	Introductory Statistics	Clawson
345	Clinical Neuroscience	Adleman
350	General Research Methods in Psychology	Goeke-Morey
371	Sensation and Perception (Lab: PSY 471)	
373	Cognitive and Behavior Therapy (Lab: PSY 473)	Glass
374	Personality Psychology	Parkhurst
375	Psychology of Memory (Lab: PSY 475)	Clawson
376	Cognitive Psychology (Lab: PSY 476)	Adleman
379	Life Span Development (Lab: PSY 479)	Degnan
380	Abnormal Psychology	Crowley, Parkhurst
381	Clinical Psychology	Jobes
382	Abnormal Child Psychology	Rich
383	Health Psychology	Parkhurst
385	Psychology of Brain Injury	Clawson
386	Developmental Disabilities	Ratto
387	Community Interventions in Mental Health	Barrueco
407	Psychology of Parenting	Goeke-Morey
421	Positive Psychology	
446	Cognitive Disabilities (online, summer)	Sebrechts
447	Applied Cognitive Psychology	Sebrechts
451	Senior Seminar	Sebrechts
493	Research Apprenticeship	
495	Psychology Internship	Kromkowski
496	Senior Thesis	
570	Visualization and Virtual Reality	Sebrechts
592	Readings in Psychology	

617	Seminar on Suicide	Jobes
621	Cognitive Rehabilitation	Clawson
627	Couples and Family Interaction	Wagner
636	Human-Computer Interaction	Sebrechts
640	Human Development	Degnan
671	Human Factors	Sebrechts

Table 2. Undergraduate courses at the 200-500 level listed by area

<u>General</u>	<u>Methodology and Statistics</u>
201 General Psychology	322 Introductory Statistics
451 Senior Seminar	(includes lab)
493 Research Apprenticeship	350 General Research Methods
495 Psychology Internship	in Psychology (includes lab)
496 Senior Thesis	
592 Readings in Psychology	
594 Independent Study	

Experimental

240 The Aging Mind (also Developmental)
 304 Brain and Behavior
 345 Clinical Neuroscience (also Clinical)
 371 Sensation and Perception (+471 Lab in Sensation & Perception)
 375 Psychology of Memory (+475 Lab in Psychology of Memory)
 376 Cognitive Psychology (+476 Lab in Cognitive Psychology)
 385 Psychology of Brain Injury
 446 Cognitive Disabilities
 447 Applied Cognitive Psychology
 570 Visualization and Virtual Reality

Clinical

228 Modern Look at Freudian Psychology
 245 Vocational Psychology (also Social/Personality)
 302 Forensic Psychology
 373 Cognitive and Behavior Therapy (+473 Lab in Cog. & Behav. Therapy)
 380 Abnormal Psychology
 381 Clinical Psychology
 382 Abnormal Child Psychology
 383 Health Psychology
 387 Community Interventions in Mental Health (also Social/Personality)

Developmental

207 Early Childhood Development
 308 Social Development (also Social/Personality)
 309 Psychology of Adolescence
 310 Cognitive Development
 379 Life Span Development (+479 Lab in Life Span Development)
 407 Psychology of Parenting

Social/Personality

216 Psychology of Religion
 224 Psychology of Women and Men
 226 Close Interpersonal Relationships
 232 Psychology of Stress and Coping
 243 Sport Psychology
 251 Psychology of Terrorism
 261 Psychology and the Media
 303 Industrial/Organizational Psychology
 305 Social Psychology
 374 Personality Psychology
 421 Positive Psychology

3. Undergraduate Psychology Program and Requirements

A. Acceptance as a Psychology Major

Students may declare a major in Psychology as incoming freshmen. All Psychology majors must maintain a cumulative 2.0 GPA and earn grades of C- or better in all Psychology courses; no course in the major may be re-taken more than once. Typically, students complete PSY 201, 322, 350, and between 1-3 elective courses in Psychology by the end of the sophomore year.

Elective Psychology courses with grades of D cannot count towards the major and (if not retaken) will be recorded as university free electives on the tracking sheet; courses in Psychology in excess of 14 cannot count towards the degree. *Students who initially get below a grade of C- in two of the following courses (PSY 201, 322, 350), or do not successfully complete a required Psychology course after a second attempt, will be dismissed from the major.*

Transfer students should consult the Arts & Sciences office for the status of transfer credit for courses taken at other institutions, and consult with their advisor.

Psychology majors must successfully complete PSY 322 and 350 before taking (a) the second course with lab, (b) PSY 451 (Senior Seminar), and (c) the Undergraduate Comprehensive Examination (“Senior Comps”).

B. Required Courses for Majors

To complete the undergraduate major in psychology, you must take 12 courses in Psychology. The following 4 courses are *required*:

- (i) PSY 201, General Psychology
- (ii) PSY 322, Introductory Statistics (4 credits, lab included)
- (iii) PSY 350, General Research Methods in Psychology (4 credits, lab included)
- (iv) PSY 451, Senior Seminar

In addition, you must complete 8 *elective* courses in Psychology, with at least one course from *each* of the following four areas: Experimental, Clinical, Developmental, and Social/Personality. Students thus graduate with a broad knowledge of the field of Psychology, but the program also has the flexibility to allow for more in-depth study within a specific area of interest.

One of these 8 electives must be a 370-level course **and its corresponding 470-level laboratory section**, taken **during the same semester**, and which can only be taken *after* you have completed PSY 322 and 350. This additional course with a lab can be selected from the following 3-credit courses: PSY 371+471, PSY 373+473, PSY 375+475, PSY 376+476, or PSY 379+479.

Table 2 in Section 2 of this handbook lists all courses by area. These electives can be chosen in accordance with your interests and by consulting with your faculty advisor. Finally, you must satisfy the Senior Assessment requirement (Undergraduate Comprehensive Examination, see Section 3.F).

Notes:

- (i) PSY 322 satisfies the math requirement and counts as one of the four required M/NS courses.
- (ii) PSY 322 and 350 should *not* be taken in the Freshman year, but rather in fall and spring of the Sophomore year. Honors students may take HSSS 203 instead of PSY 322.

(iii) The five additional courses with labs will be offered on a rotating basis, with four courses typically taught each year. Although PSY 371, 373, 374, 375, 376, and 379 can be taken as 3-credit courses without the lab, in order for these courses to count as the second course with lab, the 1-credit lab must also be taken concurrently. These 1-credit labs (PSY 471, 473, 475, 476, and PSY 479) *cannot be taken alone or independently from the lecture part of the course.*

(iv) Arts & Sciences majors **may not** take courses in Metropolitan College.

(v) Consortium courses can *only* be taken in Psychology or areas needed for or closely related to the major field. Prior approval must be obtained from the Director of Undergraduate Studies.

(vi) Only university free elective courses may be taken pass/fail.

(vii) PSY 493 (Research Apprenticeship) is a 1-credit course; if taken for at least 3 semesters, **it will count as one Psychology elective course.**

(viii) PSY 379 is **not open** to students who have taken EDUC 261 (and vice versa).

C. Suggested Sequence for Psychology Majors

The following is a suggested flow-chart of required courses and electives in psychology for new majors. This chart is appropriate for freshmen--if you did not decide to major in psychology in your Freshman year, or if you are a transfer student, use the chart only as a general guideline. You can develop a program appropriate to your needs in consultation with your faculty advisor.

Semester	Course
1	PSY 201
2	One psychology elective (200- or 300-level)
3	PSY 322 Introductory Statistics (Fall only); 1 psychology elective
4	PSY 350 General Research Methods in Psychology (Spring only); 1 psychology elective
5,6	Second course with lab; 2-3 other psychology electives
7,8	PSY 451 Senior Seminar (Fall only); 2-3 psychology electives Take the Undergraduate Comprehensive Exam ("Senior Comps"), PSY 498

Notes:

- (i) You must take at least 12 and **no more than 14** psychology courses to fulfill the major in psychology. The 13th and 14th courses will be considered as university free electives (or PSY 304 and 345 can "track" as Math/Natural Science).
- (ii) If you wish to take summer courses in Psychology at another university, talk to the Psychology Undergrad Director ASAP in the spring. You will need to give a copy of the syllabus and the Off-campus Course Evaluation Form to the Transfer Coordinator in B09 McMahan. Remember that **10 of the last 12 courses** must be taken here at CUA, and that only two courses each summer may be transferred. You must receive at least a "C" grade for a class to transfer. Typically, transfer credit in Psychology will be approved if the university is equal in standing to CUA and/or if the course cannot be taken here.

D. Research Apprenticeship, Independent Study, and Senior Thesis

Research Apprenticeship, PSY493, is a 1-credit course for students who wish to get “hands on” research experience by assisting a faculty member for 4-5 hours a week with an ongoing research project. Research Apprenticeships may also be conducted with *off-campus* researcher supervisors (e.g., Washington VA, NIH); see the Psychology Undergraduate Director for information and forms. If taken for 3 semesters, these credits for PSY 493 will sum to count as a course towards graduation in the major.

Independent Study, PSY 594, is available to students who have completed Psychology 322 and 350 and have prior research experience. Students pursue an original empirical research project with faculty advice and guidance, or have substantial involvement in a faculty member's current research.

Senior Thesis (PSY 496) is an intensive year-long independent research project for seniors with at least a 3.70 GPA and prior research experience, carried out in close supervision and collaboration with a faculty mentor and resulting in a final written thesis. This experience is by departmental consent only; interested students should contact a potential faculty supervisor before the end of junior year.

Doing a Research Apprenticeship will give you first-hand research experience. You may thus discover that you have a talent for further research in psychology, perhaps even a career in research, or, alternatively, that research is not for you. Furthermore, if you are interested in graduate school, the faculty member you work with will get to know you well outside of class, and be able to write a stronger letter of recommendation for you that accurately reflects your interests and skills.

To enroll in a Research Apprenticeship, first find a faculty member to work with – ask your faculty advisor for assistance and also check “faculty” and “research” on the Psychology website (<http://psychology.cua.edu>). Descriptions of available Research Apprenticeships are sent to students via email prior to each semester. Complete the Form for Independent Study Courses--Undergraduate Students (available in the Department Office, 314 O'Boyle). Indicate your choice of PSY 493, obtain the signature of your faculty research supervisor, and give the form to the Psychology Undergraduate Director), who will return the form to the main office. Recent student research involvement has included:

- Run experiments and analyzed data on planning and prospective memory, using virtual reality
- Work on investigation of learning in dyslexic college students
- Assist in making videos and collecting data for study on eye gaze for young children with autism
- Collect and analyze data on the learning of spatial skills in a virtual environment
- Study of temporal and spatial pattern learning in musically trained and "video-gamer" students
- Code tapes and analyze data for study on memory for suicidal ideation, plans, and attempts
- Analyze data and co-write manuscript on parent-child attachment among suicidal youths
- Conduct evidence-based review of literature on parenting programs
- Data entry and coding for sport psych research on mindfulness and on self-efficacy in rowers
- Data collection and entry for outcome study of Mindful Sport Performance Enhancement
- Enter data for study of the efficacy of a mindfulness workshop for student stress
- Enter and examine data about early childhood ethnic-minority development across the nation
- Assess and interview Latino migrant farm worker children and parents
- Assist in a study on social skills group therapy for children with ADHD and anxiety disorders
- Manage database and analyze data on family functioning in youth with pediatric bipolar disorder
- Help deliver group intervention for parents of middle school youths, observe and code sessions
- Collect Event Related Potentials on EEG equipment

Co-author of posters or papers presented at the American Association of Suicidology; American Psychological Association; Association for Psychological Science; Association for Behavioral and Cognitive Therapies; Cognitive Aging Conference; Society for Research in Child Development

First author of posters presented at the American Association of Suicidology; Association for Applied Sport Psychology; Association for Behavioral and Cognitive Therapies; Eastern Psychological Association; Gerontological Society of America; Northeast Atlantic Sport Psychology Conference

Co-author of article published in *Suicide and Life-Threatening Behavior*

E. Internships/Study Abroad

Would you like the opportunity to integrate knowledge gained in your Psychology courses with practical, real-world work experience? We are fortunate in the Washington area to have numerous agencies involved in service delivery, research, policy, and legislative issues that affect the psychological well-being of the community. Working directly with professionals in these settings can enrich your undergraduate experience and help prepare you for a future career. Contact Kathryn Marshall in Career Services, and see <http://psychology.cua.edu/undergrad/internships.cfm> for the link to a "**list of DC-area Internship and Volunteer Opportunities**" in Psychology – which now has a listing of over 100 places!

In some instances, Juniors and Seniors can earn course credit internship experiences through PSY 495, the "**PSYCHOLOGY INTERNSHIP.**" This 3-credit course, offered each semester and over the summer, is supervised career-related professional experience that count as elective courses in the major. Grades are based on the site-supervisor's evaluation and the written paper requirements. A specific internship, even if year-long, may only be counted for Psychology Internship credit during a single semester. Students in the BA/MA program can take PSY 595 Psychology Internship.

PSY 495 during the school year: During the academic year, these courses will be taught in conjunction with POL 495B (Washington Internship, Dr. Kromkowski). Start by approaching the Undergraduate Director in Psychology at least a month prior to registration for the semester in which the course will be completed. After determining that the desired internship fits the student's major program, and that the work to be done at the agency or organization is representative of the field of Psychology, students will be given approval to sign up for the Psychology Internship. Interns typically work 12-15 hours/week over a period of 14 weeks, in addition to class time (WED 5:10-7:40 p.m.). At least five short (4-5 pp.) papers and a presentation are usually required, along with a final assessment consisting of the site-supervisor's evaluation and other measurable evidence of your internship (e.g., a journal of your activities; a representative sample of work you produced).

PSY 495 during the summer: Over the summer, students will arrange PSY 495 like an Independent Study supervised by a specific Psychology faculty member of the student's choice, who agrees to be accessible by phone and e-mail. The experience should be a minimum of 170 on-site hours. Students should begin by approaching the Undergraduate Director for approval **no later than March 15th**; approval for academic credit for an internship experience must be granted prior to the start of the internship and cannot be granted retroactively. Regardless of the supervising faculty member, interns will complete similar papers and assessments and meet the same academic requirements as the Psychology Internship during the school year. The Psychology Department has developed a separate evaluation form for summer Psychology Internships. The information received from the site supervisor will be reviewed and, along with written papers, will influence the grade received in the course.

Internship Guidelines:

- (a) First, the student should discuss her or his plans with the Director of Undergraduate Studies in Psychology, who must approve all proposed internships as relevant to Psychology. Internships are often very competitive, so getting departmental approval and starting the application process as early as possible in the semester *before* you intend to intern is always a good idea.
- (b) The student must locate and develop the internship opportunity. Information about available internships is available through the Career Services office, 127 Pryzbyla Center, or on their website (<http://careers.cua.edu>). In addition, see the Psychology Dept. website (Undergraduate Programs).
- (c) The work done during the internship must include *substantial responsibilities* in the field sufficient to justify awarding of academic credit.
- (d) The participating organization/agency *must* provide a supervisor to serve as a contact person.
- (e) During the academic year, the internship will include regular class meetings (as specified in the schedule of classes) in addition to written assignments.
- (f) To be eligible to register for a Psychology Internship, the student must be a Psychology major or minor, and have junior or senior status with at least a 2.75 cumulative GPA.
- (g) The student is responsible for making contact with the organization and fulfilling its application procedures.
- (h) Once the student has been accepted by the organization, an internship contract is developed between the student, the organization, and CUA. This contract consists of the following, at a minimum:
1. The name of the student and the name of the organization;
 2. The name of the supervising faculty member in Psychology (summer only);
 3. A statement of the educational value of the internship;
 4. A description of the duties of the internship;
 5. The beginning and ending dates, plus a weekly schedule of hours (which must equal at least 170 over the course of the internship);
 6. The name, address, telephone number, and e-mail address of the person who will supervise the student at the internship site, and who agrees to consult with the faculty;
 7. A description of how the student's work will be evaluated at the internship site;
 8. An agreement by the student to attend scheduled internship class meetings on campus (if PSY 495 is taken during the regular academic year).
- (i) After finalizing the internship contract with the supervisor at the organization, a copy of the contract should be given to the Director of Undergraduate Studies in Psychology. At this time, you will be officially "listed" for the Psychology Internship (PSY 495) in Cardinal Students, and will be able to register for this course. A copy of the contract should also be given to Dr. Kromkowski (for academic year internships), or to the supervising faculty member in Psychology (summer internships).
- (j) For summer internships, after getting departmental approval, the student must find a faculty member in Psychology willing to supervise the internship (usually one in the same field of Psychology).

Study Abroad: Contact CUAbroad in the Center for Global Education (X4698), 110 McMahon Hall, cua-cuabroad@cua.edu if you are interested in studying abroad, typically during the junior year. Criteria for study abroad vary by program, but typically include a minimum of a 2.5, 2.8, or 3.0 GPA. **Psychology majors who wish to graduate on time must select a semester to study abroad that does not conflict with their ability to take PSY 322 (Introductory Statistics) in the Fall and PSY 350 (General Research Methods) in the Spring at CUA prior to their senior year.** Most majors will take both of these courses during their sophomore year. See also the information on Education Abroad on the department's website: <http://psychology.cua.edu/undergrad/studyabroad.cfm>

F. Undergraduate Comprehensive Examination

Graduation as a major in psychology requires the successful completion of the Undergraduate Comprehensive Examination (aka "Senior Comps") during the Senior year, to be taken the semester before intended graduation. Students who fail will have the opportunity to re-take the exam in the following semester. If you will graduate after the fall semester, you should plan to take the exam the previous spring. **You must ALSO register for PSY 498 (Undergraduate Comprehensive Examination) during the semester you take this exam.**

Specific cutoffs for passing scores and honors on the Senior Assessment are set by the Psychology Department based on available national performance outcomes. The Undergraduate Comprehensive Examination in Psychology consists of the Major Field Achievement Test (MFT). This multiple choice exam, which is offered once every fall and spring semester, covers a broad range of topics in psychology, many of which students may have studied in their courses. The content is similar in its breadth to that typically covered in an Introductory Psychology course.

This exam is 2 hours long, prepared and scored by the ETS, and normed with Senior majors in Psychology. Currently, a passing score is 141 and students will pass with honors if they score 179 or above. (The national mean is 156). In order to register for the MFT, you must register for PSY 498 through Cardinal Station and will be billed for the associated \$30 fee. About 6 weeks after the test, you will be notified by email whether or not you passed.

Since psychology is a broad and diverse field, you are not expected to be able to answer every question, and some may even be in areas in which you have not taken courses. This comprehensive senior assessment doesn't necessarily just assess specific information that someone may have been taught, and we realize that you won't know everything asked on these exams. That's why the passing scores are set at a level readily achievable by our majors. The MFT is a standardized test that many Senior psychology majors around the country take every year. (You might also be interested to know that, although the MFT is much less difficult, its multiple choice format and breadth of questions are similar to those of the exam required for licensing in the profession of psychology. The licensing exam is comprehensive enough that few, if any, of those taking it have had courses on all topics covered.)

As you study, you may want to consider the following resources:

1. Use one of the preparation books available for the GRE Test in Psychology, which are available in bookstores and online. These questions are generally representative of those found on the Major Field Test. We suggest looking over the choices of study guides to see which best matches your learning approach.
2. Practice doing 20-50 multiple choice questions each week as you study, as well as practice taking full practice tests under time limitations similar to those you'll face on the exam.

3. Use an Introductory to Psychology textbook as a reference, especially for those chapters where you have not had additional coursework.
4. Study your notes, textbooks, and readings from psychology classes you have taken.
5. Attend the department's roundtable discussion at the beginning of each semester.

G. Graduate Courses and B.A./M.A. degree program

As stated earlier, courses at the 500-level are open to qualified upper-level undergraduates and masters students. 600-level courses are designed for graduate students and are open to qualified undergraduates by permission of instructor and completion of a form available in Arts & Sciences (signed by the instructor and Undergraduate Director). These graduate courses form part of the M.A. degree programs offered by the Department of Psychology in General Psychology and Human Factors, and 600-level courses may also be taken by students in our three Ph.D. programs.

If you are interested in the **B.A./M.A. program in General Psychology**, you must have (and maintain) at least a 3.5 GPA. After consulting with the Psychology Undergraduate Director, fill out an application for the program (available in Arts & Sciences) before the beginning of your Junior year, which must include a list of a maximum of 4 courses (500- or 600-level) that will be taken for both undergraduate and graduate credit. If accepted into the program, the remaining 6 courses for the M.A. can be taken the summer after you graduate and/or in the fifth year (after completion of the B.A.). In the fall of their senior year, BA/MA students must formally apply for the MA program. They should submit an application, statement of purpose, GRE scores, and 2 letters of recommendation. You must finish all requirements for the M.A., including classes, Masters Comprehensive Exams, and Topic Paper, by the end of 1 calendar year after getting your B.A. This program is an excellent idea for some students, but not for others, so consultation with the Undergraduate Director in Psychology is very important.

H. Distribution Requirements

A total of 40 courses of at least 3 credit hours are needed for the degree. In addition to 12 courses in psychology and 8 university free electives, the psychology major must fulfil the distribution requirements of the School of Arts and Sciences:

- (a) The language requirement
- (b) One mathematics course (PSY 322) and three more in math or natural science
- (c) Four courses in philosophy
- (d) Four courses in theology and religious studies (TRS)
- (e) Two courses in literature
- (f) The composition requirement
- (g) Three courses in the humanities

You cannot take more than 5 courses per semester unless you meet at least one of the following requirements: (a) a cumulative 3.0 GPA; (b) a 3.0 in the previous semester with at least 15 credit hours; or (c) Senior status (in only one of the two Senior year semesters). You need to get approval from the A&S office (107 McMahan) any time you wish to take >17 credits. Transfer students who do not have any credits transferred in certain areas listed above may be able to take fewer distribution courses.

The courses to be taken in each distribution area are as follows:

(a) *Language Requirement*

You must complete two semesters of a foreign language (NOT ASL) at the intermediate level (103 & 104).

Notes:

(i) The Department of Modern Languages offers online “placement” tests to determine the appropriate entry level for students continuing a prior language, and placement can also be determined based on scores on the SAT achievement test or AP course exam. “Spanish Heritage” students may be asked to take a different placement test.

<http://modernlanguages.cua.edu/placementinfo.cfm>

(ii) 101 and 102/112 courses count as free electives.

(iii) A grade of C- or better is required in order to take the next higher course. Students with at least a B in SPAN 102/112 may choose to take a one semester 6-credit intensive class (SPAN 113) that combines material from SPAN 103 and 104.

(iv) If you "place out" of four semesters of a language (i.e., are told to take SPAN 203) your language requirement is completed and the two required language courses will be replaced with free electives. Students with documented learning disabilities may ask to substitute certain courses for the language requirement (see DSS and A&S).

(v) Students interested in health professions may be interested in the “Spanish for Health Care” Certificate. <http://modernlanguages.cua.edu/SpanishHealthCare/index.cfm>

(b) *Mathematics/Natural Sciences*

You must complete 4 courses: 1 course in Mathematics (*satisfied by taking PSY 322*), and 3 more in Mathematics or Natural Science.

Notes:

(i) Courses include Physical Anthropology (105, 108, 204, 218); Biology; Chemistry; Computer Science; ENGR 191; HSEV 101; Mathematics; and Physics. Also includes statistics: ECON 223; EDUC 633; PSY 322; SOC 301, 503; SSS 501. *PSY 322 counts as one of the 4 required M/NS courses.* Psych majors can also apply PSY 304 and/or PSY 345 towards the Math/Natural Science requirement as long as the course(s) will not be counted towards the psych major (i.e., the classes are taken as the 13th and/or 14th course in Psychology) and no more than 14 courses in Psychology are taken.

(ii) You cannot take 4 courses from 4 different departments; at least two courses must be taken from the same department (PSY 322 can be combined either with a Math department course OR with PSY 304 or PSY 345 to fulfill this requirement).

(iii) The Department of Mathematics offers an online "placement" exam to determine the course level appropriate for entering students who wish to take Calculus, however placement test is not needed for MTH 114, 168, or 187. MATH 108 will NOT count towards the M/NS requirement, only as a university free elective.

(iv) Recommended courses: Biology 103-104; Math 114. Anthropology courses (e.g., ANTH 105, 108, 204) are also popular among Psychology majors.

(c) *Philosophy*

You must take 4 courses in Philosophy, beginning with PHIL 201-201 (or Honors Philosophy) as part of the Learning Community during the fall and spring of the first year.

Notes:

(i) The other 2 courses must be chosen from two different areas:

Area I: 301, 303, 309, 310, 311, 323, 332, 333, 349, 351, 401, 403,

Area II: 305, 307, 308, 313, 315, 317, 328, 329, 331, 334, 352, 401, 402, 404

(ii) Recommended courses: 301 (Reasoning and Argumentation), 303 (Biomedical Ethics), 311 (Contemporary Moral Issues), 313 (Philosophy of Human Nature)

(d) *Theology and Religious Studies*

You must complete 4 courses Theology and Religious Studies (TRS), including TRS 201 (one of the first-year Learning Community courses taken either in the fall or spring).

Notes:

(i) Recommended courses: 280 (The Religious Quest), 333A (BioMed & Health Care Ethics), 335 (Christian Marriage and Family Life), 353 (Religion & the Life Cycle)

(e) *Literature*

You must take 2 courses in Literature.

Notes:

(i) Includes *literature* courses in Classics, English, Comparative Literature, MDIA studies, Greek & Roman mythology, or foreign language (Greek & Latin, Modern Languages -- in foreign language or in translation). Also includes HSCT 101, 102 and HSHU 102, 203. One of the two literature courses can be a creative writing course.

(ii) English 101 and 103 are NOT literature courses (see below).

(iii) A course cannot be counted for *both* the Literature and Humanities requirements.

(f) *Composition Requirement*

Students must take ENG 101 or 103 (non-native speakers) during the Freshman year with a grade of C- or better to satisfy the Composition Requirement. ENG 101 is typically taken as one of the freshman "Learning Community" courses during either the fall or spring semester.

(g) *Humanities*

You must take 3 humanities courses. These courses cannot be in 3 different departments; at least 2 courses must be from the same department.

Notes:

(i) The humanities include courses in Architecture & Planning (102, 121), Art, Classics, Comparative Literature, Drama, English (102, 104, 200-level and higher), FRS 101-102, Greek and Latin (200-level and above), History, HSHU, HSCT 101-102, HUM 101, Media Studies, Modern Languages (200-level and above), and Music (MUPI, MUS 3-credit courses). The Washington Experience course (WASH101) is a "wild card" in terms of the "2 from same department" requirement.

(ii) Recommended courses: ENG 326 (Writing Improvement Workshop)

I. Minor in Other Departments and Certificates

You may also want to do a minor or earn a certificate in another subject area, which can broaden your perspective of Psychology. Begin thinking about possible areas in Freshman and Sophomore years. See the online *Arts & Sciences Handbook* for lists of required courses; the form to declare a minor is available from A&S in 107 McMahan. A student may propose an interdisciplinary minor tailored specifically to their interests and goals. See our department website for information on recommended courses for “minors in other disciplines.”

Notes:

- (i) Qualified undergraduates may minor in *two* subjects (Double minor).
- (ii) No more than **2** courses can be transferred for credit toward a minor.
- (vi) A free elective taken pass/fail cannot subsequently be used for credit toward a minor.
- (vii) Psych majors interested certain careers might consider specific minors:
 - Art Therapy (Art)
 - Industrial/Organizational Psychology or Human Resources (Business/Economics)
 - School Counseling or School Psychology (Education Studies)
 - Working with children (Early Childhood Education or Elementary Education)
 - Mental health careers (Social Work)

J. Double Major

A double major is a demanding option. You must complete 12 courses in Psychology and the Senior Comprehensive Exam, *as well as* all the requirements of the other area. You must request permission to be a double major **before the beginning of junior year**. You need to have (a) a cumulative GPA of 3.2 or better and maintain it, and (b) written approval of both major departments. If after consultation with the Undergraduate Directors in both departments you decide to double major, complete the application form available in the School of Arts and Sciences office in 107 McMahan, and get signatures of both Undergraduate Directors.

K. Registration and Course Planning

It is very important that you plan a comprehensive, well-balanced program of courses to take during your 4 years at CUA. Try to choose courses covering a range of topics in Psychology, but also consider carefully which distribution courses and free electives are most appropriate for your needs. You are responsible for knowing and understanding the various requirements concerning required and elective psychology courses, as well as A&S distribution requirements.

This information, along with your updated tracking sheet (available on Cardinal Station) and the Class Schedule for the following semester, will be helpful in planning future courses. Your faculty advisor is available to help you with this task. Every undergraduate student in psychology is assigned a faculty advisor. You should see your advisor **at least** once a semester, and preferably more than once, particularly during the first 2 years.

Your advisor can assist you with aspects of the psychology curriculum. Advisors can also be helpful in acquainting you with their own specialty area in psychology. You should consult him or her

often about your career or graduate school plans. The more your advisor knows about you and your interests, the better the advice you receive will be, so it's important to get to know your advisor well.

Registration advising for Psychology majors starts the week before registration begins. The class schedule will be available on Cardinal Station, and you should make an appointment to meet with your advisor prior to registering, preferably at least a week in advance. Be sure to be on time for your appointment, and bring a schedule with the **names and times of proposed classes for next-semester**. Your advisor will review this schedule with you and discuss any needed changes, so that you may register at the earliest available time. Since the registration advising period is a very busy time for faculty, planning ahead and seeing your advisor in advance will allow you to not only spend more time discussing course selection, but allow you to be among the first in your class to register.

Any student who is having difficulty or problems with his or her faculty advisor should contact the Director of Undergraduate Studies, who will help to resolve the situation.

On occasion you may wish to add a course that you had not originally planned to take, or drop a course at the beginning of the semester. Remember that the deadline to add a course, or to drop a course without it being recorded on your transcript, is typically the *Friday of the second week of classes*. Although you may withdraw from a class after this time, up until 4 weeks prior to the last class of the semester, this later withdrawal will result in your transcript showing that you withdrew from the course.

In your Junior year, Arts & Sciences may ask you to complete a "Junior Audit" at the Dean's office in 107 McMahan. Being aware of needed classes and paying attention to your tracking sheet each semester will help you avoid any surprises later on (e.g., not having sufficient credits to graduate).

L. Pre-Law and Pre-Med/Pre-Dent/Pre-Vet

In addition to working with their Psychology advisor, students who are considering law or medical school need to receive proper advising from the freshman year on, to ensure that the proper courses are taken at CUA.

Those interested in pre-law should contact Arts & Sciences (202-319-5114) and consider taking PSY 302, 305, and 380.

Students considering medical/ dental/veterinary school or physical therapy should contact Marion Ficke in the Biology Department (202-319-5670; ficke@cua.edu). Most medical schools will require you to have taken BIOL 105-106 and 454; CHEM 103/113, 104/114, 203/213, 204/214; and PHYS 205/225 and 206/226. Some medical schools still require MATH 111-112 (Calculus). In addition, several additional Biology courses may be beneficial, such as Human Anatomy BIOL 232-233 and 418 (Physiology). In Psychology, PSY 304, 345, 371, 383, and 385 are recommended. See the department website for a link to "Undergrad Course Requirements for Graduate Programs in Healthcare Professions."

4. Careers in Psychology and Related Fields

This section describes the varied careers that are available in the different areas of psychology and related disciplines. The opportunities that are open to students of psychology vary with the level of education and training, and thus with the degrees received by the student. At Catholic University, a Bachelor of Arts (B.A.) degree is earned after four years of study. Following graduation, a master's degree (Master of Arts, Science, or Education) can be earned after one or two years of study. A doctoral degree, typically the Ph.D. (Doctor of Philosophy), usually requires four or more years of study. Other doctoral degrees available include Doctor of Education (Ed.D.) and Doctor of Psychology (Psy.D.).

A. Clinical Psychology

Clinical psychology is the application of principles and theory of psychology to the understanding of abnormal or maladaptive behavior. Clinical psychologists are involved in a range of activities, including testing, diagnosis and assessment, psychotherapy, consultation, delivery of community mental health services, training of graduate students, and research. Most clinical psychologists have Ph.D. degrees and have been trained in programs emphasizing a scientist-practitioner model. Recently, a number of more practice-oriented programs have appeared that offer the Psy.D. degree, and M.A. programs are also popular.

Undergraduates interested in a career in clinical psychology should read Section 6.A of this handbook and refer to the Bibliography in 6.C. Many CUA faculty and graduate students are in the field of clinical psychology, and are happy to advise undergraduates on a number of topics (e.g., applying to doctoral clinical programs). A number of excellent resources can also be checked out from the staff in 314 O'Boyle, such as the *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology*.

B. Cognitive Psychology

Cognitive psychology is the scientific study of mental life. Cognitive psychologists study how we perceive, learn, process information, think, use language, and solve problems. Most cognitive psychologists have Ph.D. degrees and are engaged in basic research in universities. A smaller number carry out research in government or industrial research centers (e.g., Bell Laboratories). The demand for cognitive psychologists with additional skills in computer science has increased in recent years. Computers are increasingly being used by nontechnical users (e.g., personal computers, video games), and this has necessitated increased understanding of how people "interact" with computers, an area of research known as "human-computer interaction." Many cognitive psychologists are active in this area, and a growing number are being employed as Human Factors psychologists (see also Section 4.F) by computer and electronics companies to investigate human-computer interaction.

C. Counseling Psychology

Counseling psychology is related to clinical psychology, but deals less with severe emotional or mental problems (psychopathology) and more with the normal individual with personal or career problems. Counseling psychologists are typically employed in universities and in service agencies, where they are often engaged in student and career counseling. Counseling psychologists are concerned, among other things, with aptitude testing, career development, vocational choice, and longitudinal follow-up of clients. Counseling psychologists also work as family, marriage, or rehabilitation counselors. Positions in counseling often require the Ph.D. degree, but opportunities for B.A. and M.A. level graduates are also available in community colleges, high schools, and private clinics.

D. Developmental Psychology

Developmental psychology is the study of the acquisition and growth of intellectual, moral, and social behavior. Many developmental psychologists are interested in the entire human life span, from infancy to old age, but the majority study developmental changes in infancy, childhood, and adolescence. Developmental psychologists with Ph.D. degrees generally work in teaching and research settings in universities. Students not inclined towards a graduate career may nevertheless find undergraduate courses in developmental psychology useful in preparing for careers in elementary or high school teaching, day care, family counseling, school psychology (see also Section 4.J), and social work.

E. Health Psychology

Health psychology refers to the educational, scientific and professional contribution of psychology to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of correlates of health, illness and related dysfunctions. Psychologists have always been involved in the treatment and prevention of mental health problems, but in the past few years have become actively involved in dealing with physical health problems as well. Health psychologists with Ph.D. degrees work in a variety of settings, including public health agencies, hospitals, industries with health promotion programs, universities and medical schools, and in private practice.

In recent years a number of new doctoral health psychology programs have been established. Health psychology is still evolving as a separate discipline, and the programs vary widely in the type of training offered. Students interested in a career in health psychology should consult the publications of Division 38 (Health Psychology) of the American Psychological Association, and see the Bibliography in Section 6.C of this handbook.

F. Human Factors

Human Factors is a multidisciplinary endeavor concerned with designing for human use. The efficient design of human tasks, systems, and environments depends upon an understanding of human characteristics, capacities, and limitations. The principal objective of human factors is to use this information in the design process to ensure human safety and system efficiency. Human factors psychologists, or engineering psychologists, as they are sometimes called, are concerned with design and safety problems in a variety of settings--in computer systems, transportation, medical care, and industrial automation. With the advent of computer technology, many human factors psychologists are engaged in helping make computers easier and more reliable to use by nontechnical users.

Opportunities for human factors psychologists have increased rapidly over the past several decades, and a number of positions in the federal government, industry, and private corporations are available in the Washington D.C. area. While many of these positions require persons with Ph.D. degrees, opportunities also exist for persons with Bachelors or Masters degrees.

G. Human Resource Management

Human Resource Management concerns the recruitment, hiring, training, and career development of employees in organizations. By relating the goals and objectives of an organization to its needs for people who can achieve those goals, human resource management staff develop long-range plans hiring personnel, introducing efficient training methods, and assisting in personnel career development so that individual goals and organizational needs are matched. To do this, several

strategies are used, including ongoing staff training, coordination of continuing education, career counseling, personal counseling, and leadership training. Human resource management calls for a variety of skills, as well as an understanding of group dynamics, organizational communications, management theory, and adult psychology. Opportunities in this field are available for persons with a Master's degree, and, to a lesser extent, for those with a Bachelor's degree in psychology. Students interested in this area might want to consider a minor in the School of Business and Business.

H. Industrial/Organizational Psychology

Industrial/Organizational psychologists are generally concerned with behavior in organizational and industrial settings. I/O psychologists, as they are often called, are concerned with such things as job performance and job satisfaction, leadership, organizational development, and personnel selection and training. Many I/O psychologists work in industry and business, join a management consultant firm, or serve as independent consultants. Non-academic I/O psychologists are among the most highly paid psychologists with Ph.D. degrees. Other I/O psychologists work in universities, sometimes in business schools, where their responsibilities include teaching and both basic and applied research. Students interested in this area might consider minoring in Management or Economics. See the Bibliography in Section 6.C for information on careers and graduate study in the field.

I. Neuroscience

Neuroscience is translational in nature, i.e. the research translates information from the level of the neuron to the level of human behavior in order to help understand disorders of the brain such as schizophrenia, bipolar disorder, and Parkinson's disease or neural processes such as learning and memory. Cognitive neuroscience focuses on neural evaluation of normal cognitive processes, whereas clinical neuroscience (PSY 345) investigates the neural changes accompanying psychiatric and neurological disorders. A neuroscience background can help prepare students for a future in clinical psychology, medicine, pharmaceuticals, biotechnology, neuroimaging, journalism, teaching, counseling. Consider minoring in Biology at CUA.

J. School Psychology

School psychologists serve as psychological and educational consultants to the school system. Among the duties of a school psychologist are assessing learning difficulties or emotional problems in individual children, recommending appropriate remedial education or other help, and advising the school administration on issues related to the learning environment of the child. School psychologists are generally trained in 2-year M.A. programs (often called "certification" or "diploma" programs), or in 4-year Ph.D. programs. Consider minoring in Educational Studies in the Department of Education.

K. Social Psychology

Social psychology studies how an individual's thoughts, feelings and behavior are influenced by other people. Social psychologists work in universities, business, and government, and are frequently involved in program evaluation, attitude measurement, and the improvement of group performance. Students interested in this area should consider minoring in or taking elective courses in Sociology.

L. Clinical Neuropsychology

Clinical Neuropsychology represents a new discipline in psychology that emphasizes assessment and treatment of individuals with brain injury and neurological problems. The neuropsychologist provides information about how brain disorders affect memory, language, attention and other cognitive functions as well as emotions and behavior, and how these changes impact the personal, social and career activities of individuals. The neuropsychologist may also provide psychotherapy and cognitive remediation for neurological patients. Many neuropsychologists are employed as researchers and/or clinicians in medical schools and hospitals; some work in private practice. A neuropsychologist earns a Doctoral Degree in Psychology with additional study of neuroanatomy, physio-bio-psychology, and assessment. An externship and internship are also required in addition to at least 2 years of specialized post-doctoral residency/fellowship in neuropsychology.

M. Forensic Psychology

Forensic psychology involves the application of scientific and professional psychological knowledge to law. Psychology contributes to the legal system through research, clinical understanding, and public policy perspectives. Fields of forensic practice include clinical forensic psychology, such as assessment of competency and “insanity”; social psychology, researching topics such as prejudice and jury decision-making; developmental psychology, addressing topics such as childhood abuse; and cognitive psychology, applying research to topics such as eyewitness identification. Forensic psychology is considered a specialization in each of these areas of psychology.

5. The Department of Psychology

A. Faculty and Administrative Staff (see <http://psychology.cua.edu/faculty/index.cfm>)

Our faculty all hold doctoral degrees in psychology from major universities. In addition to their teaching commitments, faculty members are all actively involved in research, write and coordinate grants, serve on the editorial boards and as associate editors of major journals, hold offices in professional associations, advise students, publish regularly, and supervise student research. Clinical Psychology faculty also have active private practices and provide psychotherapy and consulting services to the community. In recent years, the Psychology faculty have brought in more than \$1,000,000 a year in external research grant funding to the university. Many are nationally, if not internationally, known experts in their fields who are well-known outside the university.

Department Faculty (PhD degree institution)

Nancy Adleman, Ph.D. (Stanford University), Assistant Professor

Affective and cognitive neuroscience; Neural correlates of attention and attention-emotion interactions in pediatric mood disorders; Neuropathophysiology of pediatric and adult bipolar disorder; Neuroimaging (functional & structural); Clinical neuroscience

Sandra Barrueco, Ph.D. (University of Denver), Associate Professor & Director of Clinical Ph.D. Program

Early childhood development; language, emotional, and cultural development of ethnic minority children and families; prevention and intervention programs; public policy. Dr. Barrueco has studied the impact of a language, educational, and parent training program on the development of Latino migrant farm workers and their children. A second project examines the influence of mental health and parenting practices on Latino child development.

Deborah M. Clawson, Ph.D. (University of Colorado), Associate Professor & Director of the Applied-Experimental Ph.D. program

Planning and prospective memory (i.e., remembering to do things in the future); long-term memory for knowledge and skills. She and Dr. Sebrechts have authored chapters for several handbooks on virtual reality research and how skills that people learn in the “virtual world” can be applied in the real world.

Kathryn Degnan, Ph.D. (University of North Carolina at Greensboro), Visiting Assistant Professor

Developmental psychology; individual differences in emotion and behavior; temperamental reactivity such as behavioral inhibition or exuberance; risk and resilience

Carol R. Glass, Ph.D. (Indiana University), Professor

Cognitive and behavior therapy; cognitive factors in anxiety; mindfulness; sport psychology; psychotherapy integration; psychotherapy research. Dr. Glass is currently involved in research on mindfulness interventions, as well as studies of Mindful Sport Performance Enhancement (MSPE), a mental training program for athletes that she co-developed with Dr. Kaufman.

Marcie C. Goeke-Morey, Ph.D. (University of Notre Dame), Associate Professor & Director of the Human Development Ph.D. program; Director of Undergraduate Studies

Developmental psychopathology; family relationships (marital/parent/child); children’s social and emotional development within the context of the family; children’s exposure to political and community violence; mindfulness and religiosity in families

David A. Jobes, Ph.D. (American University), Professor & Associate Director of Clinical Training, Clinical Ph.D. Program
Suicide; clinical suicidology; ethics and clinical risk management. Dr. Jobes is an international expert on suicide prevention. Dr. Jobes directs the CUA Suicide Prevention Lab and his research work is funded by grants from the Department of Defense, Veterans Affairs, and NIMH.

Brendan A. Rich, Ph.D. (University of Florida), Associate Professor and MA Program Director
Treatment of childhood psychopathology; psychotherapy for children with social skill deficits secondary to autism, anxiety disorders, and ADHD; efficacy of a computer-based program that aims to improve face emotion understanding as a means to improve social functioning in youth with bipolar disorder, autism, anxiety, and ADHD

Marc M. Sebrechts, Ph.D. (Yale University), Professor and Department Chair
How technology influences learning (human-computer interaction) and helps us better understand basic cognitive functioning (cognitive science). Dr. Sebrechts' current research uses virtual reality, eye tracking, video games, and other technologies to exam the role of working memory in training and the long-term retention of skills.

Barry M. Wagner, Ph.D. (University of Vermont), Professor
Dr. Wagner's research focuses on the adjustment of adolescents within the context of family relationships. Specific topics include mindfulness interventions for families, adolescent suicidal behavior, and parenting interventions.

Adjunct Faculty, Research Associates, and Lecturers

Corine Bell, Ph.D. (The Catholic University of America). Child-clinical psychology
Kevin Crowley, Ph.D. (The Catholic University of America). Clinical psychology
Cory Davenport, Ph.D. (Texas Tech University) Psychology of Terrorism
Travis Flower, J.D., Psy.D. (Widener University). Forensic psychology
Anne Inge, Ph.D. (University of Miami). Abnormal child psychology
Keith A. Kaufman, Ph.D. (The Catholic University of America). Sport psychology
Seth Kiser Ph.D. (The Catholic University of America). Sensation & perception
Kate LaPort Ph.D. (George Mason University). Industrial/Organizational psychology
Michael Miller, Ph.D. (Catholic University of America). Industrial/Organizational psychology
John C. Parkhurst, Ph.D. (Univ. of Southern Mississippi). Personality; vocational psychology
Jonathan Segal, Ph.D. (Wayne State University). Group behavior; gender roles; social psychology

Professors Emeriti

Diane B. Arnkoff, Ph.D.
James H. Howard, Ph.D.
Martin A. Safer, Ph.D.
Antanas Suziedelis, Ph.D.
James E. Youniss, Ph.D.

Administrative Staff

Judith A. Falk, Administrative Assistant

B. Psi Chi and Psychology Club

Psi Chi is the International Honor Society in Psychology, and is affiliated with the American Psychological Association. Psi Chi sponsors a number of educational and social activities through its regional and national chapters. Membership in Psi Chi is open to psychology majors who are in the upper 35% of their class (typically a GPA of around 3.5), have demonstrated superior scholarship in Psychology, and have already completed at least 3 courses (including PSY 322 and/or 350) in the major.

The Undergraduate Director contacts students who have met the requirements for membership prior to junior or senior year. They are invited to join Psi Chi and submit an application form and fee, and the induction ceremony is held in the fall. Graduating seniors who are members of Psi Chi members are honored at the university's Honors Convocation prior to the Commencement ceremony each spring.

At the end of spring semester, an election is held to select officers for the following academic year. Serving as President, Vice President, Secretary, or Treasurer of Psi Chi helps to demonstrate dedication and involvement in the field of Psychology, and can enhance your resume.

The Psychology Club, founded in 2013, is open to all Psychology majors, minors, and students interested in the field. The purpose of the Psychology Club is to promote the understanding of psychology in everyday life, to facilitate interaction among students interested in learning about psychology, and to raise student awareness of mental health issues. In addition, this club works to bring attention to activities and achievements of the CUA Psychology Department. For more information, see <https://nest.cua.edu/organization/psychclub>

C. Annual Senior Awards

The *Distinguished Psychology Major* award is conferred to the most outstanding senior Psychology major, "for academic performance, interest in Psychology as a science, and contributions to the department." A senior award for *Outstanding Achievement* is awarded, "for outstanding academic achievement in both coursework and research." These students are recognized at the university's Honors Convocation prior to Graduation in May.

In addition, there are two departmental awards that are sometimes given, and recipients are recognized at a departmental event towards the end of the academic year. The award for *Excellence in Research* is given to a student who "demonstrates outstanding work in psychological research," and the award for *Excellence in Psychology* is awarded to a student who "has an excellent academic record and has made substantial contributions to the undergraduate program."

D. Research Centers and Laboratories (see <http://psychology.cua.edu/research/index.cfm>)

The Psychology faculty are active in many different research areas, which fall into three main areas of specialization in the department: applied-experimental, human development, and clinical psychology. In addition, research is carried out in a number of research centers and laboratories.

(i) *Anxiety, Mindfulness, and Psychotherapy Integration Research (AMPIR) Laboratory* (Drs. Carol Glass and Diane Arnkoff)

Research on the outcome and process of psychotherapy, with a special interest in mindfulness, psychotherapy integration, the practice of psychotherapy, and the role of cognitive factors in anxiety. Recent research has examined mindfulness interventions for both student stress and PTSD. Additionally, research on mindfulness in the field of sport psychology is conducted with both athletes and coaches (in collaboration with Dr. Keith Kaufman).

(ii) *Center for Research on Children, Families, and Cultures* (Drs. Sandra Barrueco, Marcie Goeke-Morey, Brendan Rich, Barry Wagner)

Major emphases include research studies of family processes related to youth psychopathology, including suicidal behavior and depression; early bilingual development and intervention programs for Latino children and families; assessment and diagnosis; marital conflict and conflict resolution and children's immediate and long-term functioning and symptomatology; neural mechanisms of pediatric bipolar disorder and outcomes of group therapy to improve children's social competence. Facilities include one-way mirrors and videotape equipment.

(iii) *Child Cognition, Affect, and Behavior (CAB) Lab* (Dr. Brendan Rich)

Studies the effectiveness of a resilience-based group therapy for children with social deficits, autism, anxiety disorders, and ADHD in collaboration with a local private practice; efficacy of a computer-based treatment of face emotion misidentification for improving social functioning in youth with bipolar disorder, autism, anxiety, and ADHD; studies of eye-tracking to face emotions in children and adolescents.

(iv) *Cognition and Virtual Reality Laboratory* (Dr. Marc Sebrechts)

The laboratory studies basic issues in learning and cognition as they relate to the design and use of technology. Current focus is on spatial representation, information visualization, and virtual reality. The Cognition and Virtual Reality lab includes an eye-tracker and several set-ups for people to experience virtual reality, with large screen monitors and head-mounted displays.

(v) *Cognitive and Affective Neuroimaging (CAN) Laboratory* (Dr. Nancy Adleman)

Research into the neural substrates of emotion, attention, and their interaction in healthy and psychopathological populations, with particular interest in pediatric mood disorders. Neuroimaging techniques, including fMRI and DTI, are employed.

(vi) *Human Memory Laboratory* (Dr. Deborah Clawson)

Research in this laboratory focuses on basic research in human memory, including prospective memory, which is the type of memory that allows us to remember to do things that we have planned for the future, and planning.

(vii) *Suicide Prevention Laboratory* (Dr. David Jobes)

The CUA Suicide Prevention Laboratory conducts research in “clinical suicidology”—the assessment, treatment, and management of suicidal states. The group conducts quantitative and qualitative research on suicidal states and investigates suicide-specific clinical treatments.

(viii) *Institute for Policy Research and Catholic Studies* (Drs. Sandra Barrueco, Marc Sebrechts, James Youniss)

The IPR is an interdisciplinary social science research center with a focus on issues of social justice and public policy. Institute scholars include representatives from Psychology, Sociology, Education, Politics, Business/Economics, Social Work, Anthropology, Nursing, Law, History, Architecture, Media Studies, and Theology and Religious Studies. Recent research has included studies on positive youth development and service, the sociology of religion, and changing characteristics of the American dream.

E. The Counseling Center

The Counseling Center is not part of the Department of Psychology, but serves as an important resource for faculty and students. It is located on the first floor of O'Boyle Hall, and is staffed by clinical and counseling psychologists and social workers experienced in working with college students. The services offered include individual counseling, group counseling, and the Center also has information on registering for the GRE and other standardized tests. Appointments can be made by calling the Counseling Center between the hours of 9 a.m. and 5 p.m. Monday through Friday (202-319-5765).

F. Center for Academic Success/Undergraduate Advising Center

The Center for Academic Success includes programs in reading and study skills, academic tutoring, and workshops. The C.A.S., located in 202 Pryzbyla Center, also has paid opportunities for undergraduates who would like to work as tutors for other students. The phone number is 202-319-5655.

6. Graduation and Beyond

A. Procedures for Applying to a Graduate Program in Psychology

Applying to a graduate program is time consuming, so start thinking about the process early in your undergraduate career. Consult a faculty member who knows you well or the Director of Undergraduate Studies. The Bibliography in Section 6.C of this Handbook lists a number of publications that should be helpful, and many are available in 314 O'Boyle. See especially the *Insider's Guide* and *APA Graduate Study in Psychology*. See the information on the department website under Undergraduate Programs/After Graduation.

(i) *Selecting Graduate Programs*

Consult your faculty advisor or the Director of Undergraduate Studies for advice on graduate schools, as well as other faculty members in the appropriate area (e.g., clinical, cognitive). Graduate schools and programs selected by recent graduates have included:

M.A./Ph.D. in Criminal Justice/Forensic Psychology: John Jay College (CUNY)
 Ph.D. in I/O-Personnel Psychology: University of Minnesota
 Ph.D. in Developmental Psychology: Clark University
 Ph.D. in Applied-Experimental Psychology: CUA
 Ph.D. in Cognitive Neuroscience: Columbia University; Duke University; Georgetown Univ.
 Ph.D. in Cognitive Aging: Brandeis University, Georgia Tech University
 Ph.D. in Educational Psychology: University of Connecticut
 Ph.D. in Clinical Psychology: Alliant Univ., Auburn Univ., Drexel Univ., Duke Univ., George Washington Univ., Louisiana State Univ., Southern IL Univ., Univ. of Denver, Univ. of MD, Univ. of NC, Univ. of NC at Greensboro, Univ. of MD Baltimore Co., Univ. of NV-Reno, Univ. of KS, Univ. of IL
 Psy.D. in Clinical Psychology: Argosy University, Arizona School of Professional Psychology, Carlos Albizu University
 M.A./Ph.D. in Neuroscience: Columbia University
 M.A. in Forensic Psychology/MH Counseling: George Washington Univ.; John Jay College
 M.A. in Human Development: University of Delaware
 M.A. in Art Therapy, George Washington University
 M. A. Community and Trauma Counseling: Philadelphia University
 M.A. in Couple/Marriage and Family Therapy: University of Maryland; Virginia Tech Univ.
 M.A. in School Psychology: Montclair State University
 M.A. in School Counseling: Manhattan College
 M.A. in Counseling: Boston College, La Salle University, Florida International University
 M. Professional Studies (MPS) in Clinical Psychological Science: University of MD
 M.P.H.: Emory University
 M.S. in Sport & Exercise Psychology: Ithaca College
 M.S. in Speech-Language Pathology: Emerson College, Seaton Hall University
 M.S. in I/O Psychology: George Mason University, University of Central Florida
 M.S.W. program: Boston College, CUA, Columbia University, Univ. of Chicago, Univ. of Maryland, University of Pennsylvania, St. Catherine's University, University of Denver
 M.T.S. in Theological Studies: Boston College
 M.S. in Business Analysis: CUA
 M.D. program: Emory University, George Washington University Medical Schools
 J.D. program: CUA, George Mason Univ., St. Johns Univ., Villanova Univ., Univ. of Miami

After identifying a group of schools that you want to consider, check the university websites to get all relevant information, including specifics about the program you are interested in, how to apply, and financial aid (teaching and research assistantships, scholarships and fellowships). Applications are generally required by December or January, so make sure you give yourself sufficient time. **Begin doing this over the summer or at the start of the Senior year.**

(ii) *Completing Application Forms*

See the departmental website under Undergraduate Programs/After Graduation for links to information on how to complete application forms and personal statements, and suggestions on letters of recommendation. Be sure to fill out application forms carefully and completely. One of the more important parts of the application is the statement of your career goals and interests. Indicate in your statement what you intend to use your graduate training for, e.g., university teaching, research, or professional employment. Ensure that your statement is concise, free of stylistic, typographical, and grammatical errors, and an accurate and detailed reflection of your experience and interests. You should tailor your personal statement to best "fit" each of the schools you have chosen.

(iii) *Supporting Materials*

Your application form must be supplemented by various supporting materials, such as GRE scores, a personal statement (see above), Curriculum Vitae ("CV" -- academic resume), letters of recommendation, and course transcripts. Your application will not be considered complete until all supporting materials have been received. Plan on submitting your application well before the deadline.

Arrange to take the GRE and GRE subject test in Psychology as early as possible in your Senior year (October or November); it may be a good idea to take the general GRE the summer before senior year. Graduate school application deadlines are generally in December or early January. The computerized format of the GRE general test means that it takes around 2-3 weeks for schools to receive notification of general test scores, but plan on 5-6 weeks for the subject test score. Further information on the GRE can be obtained from the Counseling Center or online at www.ets.org/gre (see Section 5.F). See Career Services and psychology faculty for assistance in writing a good CV, and contact Dr. Glass for examples of CVs and personal statements from prior students.

(iv) *Letters of Recommendation*

Most graduate schools require a minimum of three letters of recommendation from faculty members who know you well. Choose several appropriate faculty members who have more than a superficial knowledge of your experience and interests, and who can write something specific about your qualifications for graduate study. Professors with whom you have done a readings or independent research course, served as a research apprentice, or who have taught several of your courses are appropriate choices. If you are applying to a clinical program, also get a letter from someone who has supervised your work in a helping-people position.

Present your requests for letters of recommendation at least one month before the application is due (even earlier is better). Give the faculty member a copy of your CV and personal statement, along with the list of programs to which you're applying. If specific schools require an additional form to be completed on paper, include these as well.

B. Employment, Career Guidance, and Post-bac Research Positions

Employment Outlook

The scope of psychology has been expanding in recent years and holders of psychology degrees are found in increasing numbers in "non-traditional" areas. Emerging career opportunity areas include human factors, human resource management, business administration, industrial psychology, and health psychology. (See Section 4 for brief descriptions of these fields.)

The Bibliography in Section 6.C of this Handbook also lists several useful publications on career opportunities in Psychology. See also the "Links to Articles about Jobs/Careers for Psychology Majors" on the departmental website.

Graduates with a B.A. in Psychology find that their major has given them excellent preparation for jobs in a variety of areas such as:

Management trainee	Advertising copywriter
Psychiatric technician	Health educator
Interviewer	High school teacher (with additional required coursework)
Market research analyst	Mental health worker
Personnel specialist	College residence hall director
Human resources manager	Program specialist
Daycare center supervisor	Child welfare and family services worker
Research assistant	Substance abuse counselor's aide
Sales representative	Community relations officer

The American Psychological Association notes that graduates in Psychology have entered a number of different fields, including casework, child care, gerontology, health services, probation and parole, psychiatric assisting, research, teaching, technical writing, employment interviewing, personnel (human resources), sales, marketing and public relations, business and industry, and administration and management.

Some examples of positions CUA Psych majors have taken include:

- Human Resources Administrator, Telephonics Corporation
- Counselor/Case Manager, Community Residences, Inc.
- Milieu Coordinator, Psychiatric hospital
- Mental health worker, Cleo Wallace Center
- Administrative Assistant, American Psychological Association
- Teacher, Gonzaga High School
- District Manager, Automatic Data Processing
- Project Manager, AT&T
- Sales/Program Director, Bally Total Fitness
- Data Analyst II, U.S. Dept. of Justice
- Research Assistant, Henry M. Jackson Foundation; Columbia University; Treatment Research Institute; Mood and Anxiety Disorders Program NIMH
- Research Coordinator: Center for the Treatment & Study of Anxiety (Univ of Penn.); National Center for PTSD; NY State Psychiatric Institute (Columbia University); Cognitive & Systems Neuroscience Lab (Stanford Medical School)

CUA Career Services Office

The Career Services Office offers a number of educational and vocational counseling services, including job and career counseling, and vocational testing. Workshops on job-related issues such as interviews, resumes and application procedures are also offered from time to time. The Resource Library contains information about career opportunities, internship and volunteer work, and part-time and summer job listings. Perhaps the most useful reference for internships is the Career Services website: <http://careers.cua.edu>, as well as the career information on the Psychology Department website.

Juniors and Seniors can use the graduate school guides and related financial aid information, as well as find GRE information. Students looking for employment after graduation can use the full-time job listings, potential employer resources, and on-campus recruiting program. All students can receive individual assistance in career planning and decision making.

The Career Services Office is located in Room 127 Pryzbyla Center, and is open 12 months a year, 9 a.m. to 5 p.m., Monday to Friday.

Education Programs Office of the American Psychological Association

Up to date information on careers in psychology can be obtained from the Education Programs Office of the American Psychological Association (APA), which is located in Washington D.C. This office also provides information on a number of educational issues relevant to recent graduates in psychology. The office will be able to provide you with answers to questions such as: How can one get more information on internships? How can one obtain a personal copy of *Graduate Study in Psychology*? What graduate programs and internships are approved by APA? What types of financial aid are available for graduate study? You can contact the Education Programs Office at the American Psychological Association, 750 First Street NE, Washington D.C. 20002-4242 (202-336-5963), and check the website at <http://www.apa.org/ed/>

“Postbacc” Research Coordinator Positions

Need more research experience after getting your B.A. prior to applying to Ph.D. programs in Psychology? Many students choose to get paid post-baccalaureate jobs as Research Coordinators through Medical School Hospitals around the country, IRTA positions at NIMH, etc. Not only is this full-time experience helpful for helping to decide your own future research interests (and thus the doctoral programs you want to apply to), but letters of recommendation from your supervisor will be invaluable in support of your applications. A list of a large number of these opportunities across the country is available on the Psychology Department website: <http://psychology.cua.edu/undergrad/after-graduation.cfm>

C. Bibliography of Books and Websites about Careers and Graduate Study in Psychology

Note: The APA publications listed below are available from the American Psychological Association. Some of these publications are available in Mullen Library and Career Services; those marked with ** can be borrowed from 314 O'Boyle. Especially helpful references are in bold.

***Applying to Graduate School in Psychology: Advice from Successful Students and Prominent Psychologists.* A. C. Kracen & I. J. Wallace. APA, 2008.**

***Career paths in Psychology (2nd ed.).* R. J. Sternberg. APA, 2006.**

Careers in Psychology. T. L. Kuther & R. D. Morgan. Wadsworth, 2003.

The Complete Guide to Graduate School Admission: Psychology, Counseling, and Related Professions. P. Keith-Spiegel and M. W. Wiederman. Erlbaum, 2000.

Finding Jobs With a Psychology Bachelor's Degree. R. E. Landrum. APA, 2009.

***Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology (2nd ed.).* Washington, DC: APA, 2007. ** (earlier edition in department office)**

Graduate and Undergraduate Study in Marriage and Family. J. D. Hans, Ed. Family Scholar Publications, 2008.

Graduate Programs in Community Psychology. Society for Community Research and Action <http://www.scra27.org/resources/education/academicpr>

***Graduate Study in Psychology 2016 Edition.* Washington DC: APA, 2015. ** (earlier edition in department office)**

Graduate Training Programs in Industrial-Organizational Psychology and Related Fields. Society for Industrial & Organizational Psychology. <http://www.siop.org/GTP/>

***Insider's Guide to Graduate Programs in Clinical and Counseling Psychology (revised 2016/2017 edition).* J. C. Norcross and M. A. Sayette. New York: Guilford Press, 2016. ** (earlier edition in department office, see Dr. Goeke-Morey for most recent edition)**

Majoring in Psych? Career Options for Psychology Undergraduates (5th ed.). B. L. Morgan & A. J. Korschgen. Pearson, 2013.

Mitch's Uncensored Advice for Applying to Graduate School in Clinical Psychology: <http://www.unc.edu/~mjp1970/Mitch%27s%20Grad%20School%20Advice.pdf>

Neuroscience Training Program Directory. Society for Neuroscience <http://www.sfn.org/careers-and-training/higher-education-and-training/training-program-directory>

Preparing for Graduate Study in Psychology: 101 Questions and Answers (2nd ed.).* W. Buskist & C. Burke. Boston: Allyn & Bacon, 2007 *

7. Frequently Asked Questions

What are the benefits of an undergraduate degree in Psychology?--See pages 1-3

What courses can I take in Psychology?--See pages 4-6

What courses are needed to complete a major in Psychology?--See pages 7 and 8

How do I get involved in research?--See pages 9-10

What kinds of research are the Psychology faculty involved in?--See pages 22-26

Can I do an internship in Psychology for course credit?--See pages 10-11

What do I need to know about the Undergraduate Comprehensive Exam?--See pages 12-13

Can I get a combined BA and MA degree in Psychology?--See page 13

What is the Undergraduate Comprehensive Exam (“Senior Comps”) in Psychology like?--See pages 12-13.

What distribution courses do I have to take in order to graduate from CUA?--See pages 13-16

How can I minor in or do a double major in another field?--See page 16

What is the last day to drop (or add) a course?--See page 17

Can I major in psychology and also be Pre-Law or Pre-Med/Pre-Dent/Pre-Vet?--See page 17

Who are the faculty in the Psychology Department at CUA?--See pages 22-24

How do I join Psi Chi (the International Honor Society) and the Psychology Club?--See page 24

What is involved in applying to graduate school?--See pages 27-28 and 31

How do I find out about jobs, employment, and careers in Psychology?--See pp. 18-21 & 29-31

Sample "Tracking Sheet" in Psychology

Name: _____		24	■ _____
Major: PSYCHOLOGY		LITERATURE	
PSYCHOLOGY		25	Click to view ■ _____
** Grade of C or better needed **		26	■ _____
1	PSY-201 ■ PSY 201 Fa 16 @@		
2	PSY-350 ■ _____		
3	PSY-451 ■ _____	MATH/NATURAL SCIENCE	
<i>MATH Requirement</i>		(Include 2 from same dept.)	
4	PSY-322/HSS-203 ■ _____	27	Click to view ■ _____
<i>Select 1 course from each of the Four Content Areas</i>		28	■ _____
<i>Experimental</i>		29	■ _____
5	Click to view ■ _____	HUMANITIES	
<i>Clinical</i>		(Include 2 from same dept.)	
6	Click to view ■ _____	30	Click to view ■ MDIA201 Fa 16 @@
<i>Developmental</i>		31	■ _____
7	Click to view ■ _____	32	■ _____
<i>Social/Personality</i>		FREE ELECTIVES	
8	Click to view ■ _____	33	Click to view ■ SPAN 112 Fa 16 @@
<i>Psychology Electives (4)</i>		34	■ _____
9	Click to view ■ _____	35	■ _____
10	" ■ _____	36	■ _____
11	" ■ _____	37	■ _____
12	" ■ _____	38	■ _____
<i>Psychology Lab (1 credit)</i>		39	■ _____
13	Click to view ■ _____	40	■ _____
PHILOSOPHY		41	■ _____
14	Click to view ■ PHIL201 Fa 16 @@	EXCESS	
15	Click to view ■ _____	42	■ _____
<i>Area I (1)</i>		43	■ _____
16	Click to view ■ _____	44	■ _____
<i>Area II (2)</i>		45	■ _____
17	Click to view ■ _____	46	■ _____
THEOLOGY & RELIGIOUS STUDIES		47	■ _____
18	Click to view ■ _____	48	■ _____
19	Click to view ■ _____	49	■ _____
20	Click to view ■ _____	50	■ _____
21	Click to view ■ _____	51	■ _____
COMPOSITION REQUIREMENT		52	■ _____
** Grade of C or better needed **		53	■ _____
22	Click to view ■ ENG 101 Fa 16 @@	54	■ _____
LANGUAGE			
** Grade of C or better needed **			
(Intermediate Level)			
23	Click to view ■ _____		

* : 1-credit course ** : 2-credit course o : 0-credit course @@: courses this term >> : courses next term == : substitution
 CU : Taken at CUA TR : Transfer AP : Advanced Placement
 This is not an official transcript. Report any errors to the Office of the Dean of your school