

PSYCHOLOGY UNDERGRADUATE HANDBOOK

The Catholic University of America  
Washington, DC

2009-2010

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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## 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 13 full-time and 6 part-time or adjunct faculty (see section 5.A for list of faculty and their interests), and over 210 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 area to major in for students seeking a broad, liberal arts education. The psychology curriculum provides the student with a broad base in the behavioral sciences, and the distribution requirements of the School of Arts and Sciences ensure a grounding in a foreign language, in 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. Most students are advised during their freshman year by our Director of Undergraduate Studies. We then make every attempt to assign them to a single faculty advisor from their sophomore through senior years, allowing advisors and advisees to know each other better 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 Ph.D. 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 (for which you need a Ph.D.) 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, and 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 not only in psychology, but for 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, physical therapy, social work, education, speech and hearing, 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. They share a curiosity about why people behave 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 at <http://psychology.cua.edu/undergrad>.

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. If, after looking in both references, you cannot find an answer to your question, please call your advisor or the undergraduate Arts and Sciences office for assistance.

Checking the **Undergraduate Bulletin Board outside 326 O'Boyle Hall** on a regular basis is also a good idea. This is where you'll find announcements of research and clinical opportunities, summer jobs, the list of faculty advisors and their advisees, Research Apprenticeship openings in the department, information on psych majors "in the news," and announcements of upcoming events of interest to psychology majors. The Undergraduate Director will also forward emails to all psych majors on a regular basis, with announcements for research, internship, and job opportunities.

## 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.

Between 20 and 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 and 470-level labs.

Table 1 lists the psychology courses for undergraduates taught during the regular academic year. In addition, the following courses have been offered only during the summer in recent years:

225 Psychology of Aggression and Violence	Segal
232 Psychology of Stress and Coping	Segal
306 Psychology of Group Behavior	Segal

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 many at the 300-level are open to all students without PSY 201 as a prerequisite. PSY 201 is a prerequisite for PSY 302, 305, 307, 350, 371, 371, 373, 374, 376, 380, 381, 382, and all 400-level, 500-level, and 600-level classes.

- 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 courses are open to graduate and qualified undergraduate students, and are thus **appropriate only for juniors and seniors**.
- 600-level courses are **intended primarily for graduate students**, but qualified juniors and seniors may register using a form available from the Arts & Sciences office (and need to get the permission and signatures of the professor and the undergraduate director in Psychology).

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

Table 1. List of undergraduate psychology courses and instructors.

201	General Psychology	
220	Psychology of Visual Art	Sebrechts
221	Memory at the Movies	Sebrechts
222	Psychology and Technology	Howard
224	Psychology of Women and Men	Glass
226	Close Interpersonal Relationships	Goeke-Morey
228	Modern Look at Freudian Psychology	Jobes
240	The Aging Mind	Howard
243	Sport Psychology	Kaufman
302	Forensic Psychology	
303	Industrial/Organizational Psychology	Miller
304	Brain and Behavior	Fuller
305	Social Psychology	Safer
307	Child Development	Goeke-Morey
308	Social Development	Goeke-Morey
309	Psychology of Adolescence	Wagner
322	Introductory Statistics	Clawson
341	Psychology of Memory	Clawson
345	Clinical Neuroscience	Fuller
350	General Research Methods in Psychology	Goeke-Morey
371	Sensation and Perception (Lab: PSY 471)	Howard
373	Cognitive and Behavior Therapy (Lab: PSY 473)	Glass
374	Personality Psychology (Lab: PSY 474)	Parkhurst
376	Cognitive Psychology (Lab: PSY 476)	Fuller
379	Life Span Development (Lab: PSY 479)	Barrueco
380	Abnormal Psychology	Arnkoff
381	Clinical Psychology	Jobes
382	Abnormal Child Psychology	Rich
383	Health Psychology	Parkhurst
384	Community and Cultural Psychology	Barrueco
385	Psychology of Brain Injury	Clawson
421	Positive Psychology	Safer
451	Senior Seminar	Sebrechts
495	Research Apprenticeship (also PSY 496-498)	
500	Senior Thesis (also PSY 500A)	
536	Human-computer Interaction	Sebrechts
570	Visualization & Virtual Reality	Sebrechts
591	Readings in Psychology (also PSY 590, 592)	
593	Psychology Internship (also PSY 594)	Glass
595	Independent Study (also PSY 596)	
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617	Seminar on Suicide	Jobes
619	Health Psychology	Parkhurst
620	Psychology, Biology, and Technology	Sebrechts
621	Cognitive Rehabilitation	Clawson
623	The Aging Brain: Cognition & Neuropathology	Howard
625	Cognitive Aging	Howard
627	Couples and Family Interaction	Goeke-Morey
628	Psychology of Memory	Clawson
631	Sensation and Perception	Howard
679	Cognitive Science	Sebrechts

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

General

201 General Psychology  
 451 Senior Seminar  
 495-498 Research Apprenticeship  
 500-500A Senior Thesis I & II  
 590-592 Readings in Psychology  
 593-594 Psychology Internship  
 595-596 Independent Study

Methodology and Statistics

322 Introductory Statistics  
 (includes lab)  
 350 General Research Methods  
 in Psychology (includes lab)

Experimental

220 Psychology of Visual Art  
 221 Memory at the Movies  
 222 Psychology and Technology  
 240 The Aging Mind (also Developmental)  
 304 Brain and Behavior  
 341 Psychology of Memory  
 345 Clinical Neuroscience (also Clinical)  
 371 Sensation and Perception (+471 Lab in Sensation & Perception)  
 376 Cognitive Psychology (+476 Lab in Cognitive Psychology)  
 385 Psychology of Brain Injury  
 444 Mind, Brain and Machine  
 536 Human-Computer Interaction  
 570 Visualization & Virtual Reality

Clinical

228 Modern Look at Freudian Psychology  
 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  
 384 Community and Cultural Psychology

Developmental

307 Child Development  
 308 Social Development (also Social/Personality)  
 309 Psychology of Adolescence  
 379 Life Span Development (+479 Lab in Life Span Development)

Social/Personality

224 Psychology of Women and Men  
 225 Psychology of Aggression and Violence  
 226 Close Interpersonal Relationships  
 232 Psychology of Stress and Coping  
 243 Sport Psychology  
 303 Industrial/Organizational Psychology  
 305 Social Psychology  
 306 Psychology of Group Behavior  
 374 Personality Psychology (+474 Lab in Personality)  
 421 Positive Psychology

### 3. Undergraduate Psychology Program and Requirements

#### A. Acceptance as a Psychology Major

The School of Arts and Sciences requires that students be officially accepted into a major department by the end of their Sophomore year. For a Psychology major, you must have an overall GPA of 2.0 or above, and have successfully completed PSY 201, 322, 350, and one elective course in Psychology with grades of "C-" or better; some students switching into Psychology sophomore year or retaking required courses may complete these required courses their junior year. Psychology majors must continue to receive grades of C- or better in all subsequent departmental courses. Thus *required* Psychology courses (201, 322, 350, and 451) with grades of D or F must be repeated; no required Psychology course may be repeated more than once. *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. Remember that courses in Psychology in excess of 14 cannot count towards the degree.

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.

Students *must* be officially accepted as majors (successfully completed PSY 201, 322, and 350) before taking (a) the second course with lab, (b) PSY 451 (Senior Seminar), and (c) the Senior Assessment (Comprehensive Exam).

#### 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**, to 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 374+474, 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 (see Section 3.F).

#### Notes:

- (i) PSY 322 and 350 should not be taken in the Freshman year, but in the fall and spring,

respectively, of the Sophomore year. Honors students may take HSSS 203 instead of PSY 322. (ii) The five additional courses with labs will be offered on a rotating basis, with three courses typically taught each year. Although PSY 371, 373, 374, 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, 474, 476, and PSY 479) *cannot be taken alone or independently from the lecture part of the course.*

(iii) You may not take courses in Metropolitan College.

(iv) 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.

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

(vi) PSY 495-496-497-498 (Research Apprenticeship) is a 1-credit course and may be taken a maximum of four times. If a student takes Research Apprenticeship for at least 3 semesters, **it will count as one Psychology elective course.**

### 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 Senior Assessment Exam ("Comps")

#### 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.
- (ii) If you wish to take summer courses in Psychology at another university, talk to Dr. Glass (the Undergrad Director) ASAP in the spring. You will need to give a copy of the syllabus and the Off-campus Course Evaluation Form to Mrs. Krichbaum in 107 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. Typically, transfer credit in Psychology will be approved only if the university is equal in standing to CUA and if the course cannot be taken here.

#### D. Research Apprenticeship, Independent Study, and Senior Thesis

*Research Apprenticeship*, Psychology 495-496-497-498, is a 1-credit course for any students who wish to get research experience by assisting a faculty member for 4-5 hours a week with an ongoing research project, thus learning about research through a "hands on" experience supervised by the professor. Research Apprenticeships may also be conducted with *off-campus* researcher supervisors (e.g., Washington VA, NIH); see the Undergraduate Director (Dr. Glass) for information and forms.

*Independent Study*, Psychology 595-596, is available to students who have completed Psychology 322 and 350. 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 500-500A) 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; 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 posted in the fall on the Undergraduate Bulletin board outside Room 326 O'Boyle and sent to students via email. Complete the Form for Independent Study Courses--Undergraduate Students (available in the Department Office, 314 O'Boyle). Indicate your choice of course, obtain the signature of your faculty research supervisor, and give the form to Dr. Glass (Undergraduate Director), who will return the form to the main office. A number of paid Research Assistant positions may also be available in several faculty labs. 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
- Run experiment on impact of suicidal lyrics in rock music
- 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
- Enter data for study of mindfulness and social anxiety and assist with literature reviews
- Member of research team and conversation partner in study of shyness and social interaction
- Enter and examine data about early childhood ethnic-minority development across the nation
- Assess and interview Latino migrant farm worker children and parents
- 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

Co-author of posters or papers presented at the American Academy of Child and Adolescent Psychiatry (2005); American Psychological Association (2005, 2008); American Psychological Society/Association for Psychological Science (2004, 2007); Association of Behavioral and Cognitive Therapies (2005, 2008); Cognitive Aging Conference (2004); Cognitive Neuroscience Society (2005); Eastern Psychological Association (2003); Head Start Research Conference (2006); Psychonomic Society (2007); Society for Neuroscience (2001); Society for Psychotherapy Research (2005); Society for Research in Child Development (2007, 2009)

First author of a poster presented at the American Association of Suicidology (2008, 2009); Eastern Psychological Association (2009)

Co-author of article published in *Suicide and Life-Threatening Behavior* (2007)

#### E. Internships/Study Abroad

Would you like the opportunity to integrate knowledge gained in your Psychology courses with practical, real-world work experience? The Washington area is fortunate 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. See <http://psychology.cua.edu/undergrad> for a list of “Internship and Volunteer Opportunities in Psychology”, and contact Kathryn Marshall in Career Services.

Junior and Senior Psychology majors should consider PSY 593-594, the “**PSYCHOLOGY INTERNSHIP.**” These 3-credit courses, offered each semester and over the summer, are 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 as a Psychology Internship for credit during a single semester.

*PSY 593-594 during the school year:* During the academic year, these courses will be taught in conjunction with POL 593 and POL 594 (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 5:10-7:00 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 593-594 during the summer:* Over the summer, students will arrange PSY 593/594 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 15<sup>th</sup>; 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, 202 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 have officially been accepted as a major in Psychology (i.e., successfully completed PSY 201, 322, 350, and at least one other course in Psychology) and have junior or senior status with at least a 2.5 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 the Department of Psychology. 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 593 or 594 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 593 or 594) 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:* You should contact Madison Bolls, Global Program Manager for CUAbroad in the Center for Global Education (bolls@cua.edu, X6010) if you are interested in studying abroad. Criteria for study abroad include a 2.8 GPA, and this experience is typically pursued during junior year.

#### F. Senior Assessment (“Comps”)

Graduation as a major in psychology requires the successful completion of the Senior Assessment ("Senior Comps") during the Senior year. There are two options available to meet this requirement, either the Psychology GRE Subject Test (NOTE: This is NOT the General GRE exam), or the Major Field Achievement Test in Psychology (MFT).

Students may take the Senior Assessment (either the GRE or MFT) only once during a given semester. Students who fail will have the opportunity to re-take the exam in a subsequent semester, and may again choose either exam. If you plan to graduate in May, you are strongly encouraged to take one of these exams in the fall, so that you will know prior to the spring semester whether you have passed your Senior Assessment. If you plan to graduate after the fall semester, you may want to first take the exam the previous spring. You must let the department know which test you have decided to take by completing the Senior Comprehensives in Psychology Facesheet, to be returned to Dr. Sebrechts in Senior Seminar or to his assistant in 306 O’Boyle. You must **ALSO register for COMP 498 during the semester you take the Senior Assessment.**

Specific cutoffs for passing scores and honors on the Senior Assessment (both the MFT and GRE Psychology exams) are set by the Department based on available national performance outcomes.

(a) GRE Option. If you are thinking of attending graduate school in Psychology, you should consider this option, since this test is often required when applying to graduate school. The Subject Test in Psychology of the Graduate Record Examination (GRE) is a 3-hour exam offered nationally in October, November, and April. You need to register for the test 5-6 weeks in advance, and it currently costs \$130. Please note that the Psychology GRE is not administered at CUA, but is offered at a number of other area universities. ETS typically takes 6 weeks to report results, so taking the exam in April of your Senior year means scores will be back too late to graduate in May. It is your responsibility to make a copy of your test results and give them to Dr. Barrueco (mailbox in 314 O’Boyle) no later than January 15<sup>th</sup>, whether you passed or not. In addition, you must list CUA as one of the schools to which the results should be sent so that the department receives official documentation. For more information, see the ETS website, [www.gre.org](http://www.gre.org). For 2009-2010, a passing score is 490, with 640 to pass with honors.

(b) Major Field Achievement Test (MFT). This multiple choice exam covers a broad range of topics in psychology, many of which students may have studied in their courses. The content, like that of the Psychology GRE, is thus similar in its breadth to that typically covered in an Introductory course. This exam is prepared and scored by the ETS and is similar to the GRE except that it is only 2 hours long and is normed on Senior majors in psychology. The MFT costs \$26 in the fall and \$31 in the Spring (so we can get the report more quickly); it is strongly recommended you take the MFT in the Fall semester, because if you do not pass the exam in March there is no opportunity to retake the exam in time to graduate in May. This exam is administered through the Psychology Department and is offered once each semester. For 2009-2010, a passing score is 141 and students will pass with honors if they score 170 or above. Submit your Senior Comprehensives Form, with your check, in order to register for the MFT (no starter or counter checks); you cannot take the exam unless you have paid by the due date that will be announced. 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 on either exam. A number of questions 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. Both the GRE and MFT are standardized tests that many Senior psychology majors around the country take every year. (You might also be interested to know that, although the GRE and MFT are less difficult, their 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 Advanced GRE subject test in Psychology to study for either exam. These questions should also be representative of those found on the MFT. Study guides are available in bookstores and the Psychology Department office has a copy of a few. We suggest reading through 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, and as you approach the time to take the exam also practice taking full practice tests under time limitations similar to those you'll face on the Senior Assessment.
3. Use an Introduction 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 Dr. Barrueco's roundtable discussion in the fall 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. Some of these graduate courses form part of the M.A. degree programs offered by the Department of Psychology in General Psychology and Human Factors.

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 Director of Undergraduate Studies in Psychology, fill out an application for the program (available in Arts & Sciences) by 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, 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 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 and three 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 and carried at least 15 credit hours; or (c) Senior status (Seniors who do not satisfy (a) or (b) may over-elect courses in only one of the two Senior year semesters). You need to go to A&S for approval 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. Go to Arts & Sciences (107 McMahan) for more information.

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

#### *Notes:*

- (i) The Department of Modern Languages offers online “placement” exams 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.
- (ii) 101 and 102/112 courses count as free electives.
- (iii) 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).

### (b) *Mathematics/Natural Sciences*

You must complete 4 courses: 1 course in Mathematics, and 3 in Mathematics or Natural Science.

#### *Notes:*

- (i) Courses include Physical Anthropology (105, 108, 218); Biology; Chemistry; Computer Science; ENGR 191; HSEV 101; Mathematics; and Physics. Also includes statistics (these courses also satisfy the Math requirement): ECON 223, 323-324; EDUC 633; SOC 301, 503; SSS 501.

(ii) You cannot take 4 courses from 4 different departments; at least two courses must be taken from the same department.

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

(iv) Recommended courses: Computer Science 104-105; Biology 103-104; Math 114.

(c) *Philosophy*

You must take 4 courses in Philosophy.

*Notes:*

(i) PHIL 201 and 202 (or Honors Philosophy) are required, and must be taken first.

(ii) 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, 352, 401, 402, 404

(iii) Recommended courses: 301 (Reasoning and Argumentation), 303 (Biomedical Ethics), 313 (Philosophy of Human Nature), 328 (Philosophy of the Social Sciences).

(d) *Theology and Religious Studies*

You must complete 4 courses Theology and Religious Studies (TRS).

*Notes:*

(i) Students must take at least 2 courses at the 200-level, one of which must be a course in the Christian tradition (TRS 200-261), or TRS 291 if from a non-Judeo-Christian culture)

(ii) Students must take at least 1 course at the upper (300) level. All courses at this level will have prerequisites (e.g., completion of two lower-level courses in the same field)

(iii) Recommended courses: 230 (Character, Choice, & Community), 332 (Contemporary Moral Issues), 333 (BioMed & Health Care Issues), 335 (Moral Dimens.of Family Life)

(e) *Literature*

You must take 2 courses in Literature.

*Notes:*

(i) Includes *literature* courses in Classics, English, Comparative Literature, MDIA film 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, 103, and 105 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, 103 (non-native speakers), or 105 during the Freshman year with a grade of C- or better to satisfy the Composition Requirement. ENG 101 and 105 are combined with PHIL 201/HSPH 101 as part of a freshman “Learning Community”.

*(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 (100, 101, 135, 136), Art, Classics, Comparative Literature, Drama, English (102, 104, 200-level and higher), Greek and Latin (200-level and above), History, HSHU, HSCT (101-102), Media Studies, Modern Languages (200-level and above), and Music (MUPI, 3-credit course).
- (ii) Recommended courses: ENG 326 (Writing Improvement Workshop)

I. **Minoring in Other Departments**

You may also want to do a minor in another subject area, which can broaden your perspective of Psychology. Begin thinking about possible areas in Freshman and Sophomore years. See the *Arts & Sciences Handbook* for lists of required courses; the form to declare a minor is available from A&S in 107 McMahan. The minor in Pastoral Ministry requires one additional course and workshops.

*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.
- (iii) A free elective taken pass/fail cannot subsequently be used for credit toward a minor.

J. **Double Major**

A double major is a demanding option. You must complete the 12 courses in Psychology and the Senior Assessment, *as well as* all the requirements of the other area. You must request permission to be a double major **by the beginning of the Junior year** (after sophomore spring semester). You need to have (a) a cumulative GPA of 3.2 or better and maintain it, and (b) the written approval of both major departments. You should consult the Undergraduate Directors in each Department before choosing this option. If after consultation and careful thought you decide to do so, complete the application form available in the School of Arts and Sciences office in 107 McMahan, and get signatures of both Undergraduate Directors. Double majors may count PSY 322 as their Math requirement.

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.

As soon as the class schedule is posted on the website, most advisors post sign up sheets outside their door or email students with a schedule for registration advising. You must see your advisor prior to registering, preferably at least a week before you are allowed to register. 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, your transcript will show that you withdrew from the course.

In your Junior year, Arts & Sciences will 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 at this time (e.g., not having sufficient credits to graduate).

#### L. Pre-Law and Pre-Med

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 Dean Bergkamp in Arts & Sciences (202-319-5114) and consider taking PSY 302, 305, and 380. Students considering medical school, dental 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 BIO 105-106; 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. In Psychology, PSY 304, 345, 371, 383, and 385 are recommended.

#### 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 Masters degree, and, to a lesser extent, for those with a Bachelors degree in psychology. Students interested in this area might want to consider a minor in Human Resources in the Department of Economics 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 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 minority 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

Our faculty all hold doctoral degrees in psychology from major universities, such as Brown and Yale. 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*

Diane B. Arnkoff, Ph.D. (Pennsylvania State University), Professor.

Psychotherapy process and outcome; psychotherapy integration; cognitive assessment and therapy; mindfulness; evaluation anxiety. Dr. Arnkoff and Dr. Glass and are on the Steering Committee of the Society for the Exploration of Psychotherapy Integration and are Founding Fellows of the Academy of Cognitive Therapy.

Sandra Barrueco, Ph.D. (University of Denver), Assistant Professor.

Early childhood development; language, emotional, and cultural development of ethnic minority children and families; prevention and intervention programs; public policy. Dr. Barrueco is conducting an intervention study of the impact of a language, educational, and parent training program on the development of Latino migrant farm workers and their children. She and her research team work with families as they migrate along the East Coast. A second research project examines the influence of mental health and parenting practices on the development of Latino children across the nation. Last, she is working on a review and analysis of measures used to assess young bilingual children.

James F. Brennan, Ph.D. (Kent State University), Professor and Provost of the university.

Bio-behavioral underpinnings of learning and memory; auditory perception and behavioral expressions of auditory dysfunction; history and systems of psychology; history of science. Dr. Brennan's experimental work has most recently focused on animal models of auditory pathologies, including damage to the cochlear. This work extends his interest in simple learning processes and conditioning. He has scholarly and teaching interests in the historical antecedents of modern science, particularly psychology.

Deborah M. Clawson, Ph.D. (University of Colorado), Associate Professor.

Prospective memory (i.e., remembering to do things in the future); long-term memory for knowledge and skills; cognitive rehabilitation. 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.

Rebecca L. M. Fuller, Ph.D. (University of London), Assistant Professor.

Cognitive neuroscience, attention, memory. Dr Fuller investigates attention and memory in schizophrenia, Parkinson's Disease, and other dopaminergic disorders.

Carol R. Glass, Ph.D. (Indiana University), Professor and Director of Undergraduate Studies.

Cognitive-behavioral therapy and assessment; social anxiety; cognitive factors in anxiety; mindfulness; sport psychology; psychotherapy integration; psychotherapy research. Dr. Glass and Dr. Arnkoff are on the Steering Committee of the Society for the Exploration of Psychotherapy Integration and are Founding Fellows of the Academy of Cognitive Therapy.

Marcie C. Goeke-Morey, Ph.D. (University of Notre Dame), Assistant Professor.

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

James H. Howard, Jr., Ph.D. (Brown University), Professor.

Cognitive aging and the cognitive neuroscience of aging. Dr. Howard's research investigates the changes in cognitive function that accompany normal aging as well as the brain basis of these changes. This work also entails examining cognitive function in a variety of related neurological populations in collaboration with colleagues at Georgetown University and elsewhere. His work is supported by grants from the National Institute on Aging and other agencies.

David A. Jobes, Ph.D. (American University), Professor and Co-director of Clinical Ph.D. Program.

Suicide; clinical suicidology; crisis intervention; personality. Dr. Jobes is a past-president of the American Association of Suicidology (AAS) and is a leading expert in suicide prevention and the clinical management of suicidal patients. He is a suicide prevention consultant to the Department of Defense and Veteran Affairs healthcare system.

Brendan A. Rich, Ph.D. (University of Florida), Assistant Professor.

Childhood psychopathology; neural mechanisms of childhood mood disorders; processing of emotional stimuli; cognitive-behavioral therapy with children and adolescents. Dr. Rich is currently conducting a research project that uses functional magnetic resonance imaging (fMRI) to examine the neural deficits associated with face processing and compare children with bipolar disorder, anxiety disorders, and healthy controls. His work is supported by the National Institute of Mental Health.

Martin A. Safer, Ph.D. (University of Wisconsin), Professor and Director of M.A. Programs.

Emotion; emotion and memory; eyewitness memory. Dr. Safer has testified as an expert on eyewitness testimony, and has collaborated with Dr. Jobes on research examining reactions to rock music with suicidal themes.

Marc M. Sebrecchts, 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. Sebrecchts' current research emphasizes three areas. His virtual reality research uses large-screen and head-mounted displays to understand and enhance the learning of spatial mental models. In collaboration with Dr. Cheryl Trepagnier, and sponsored by NIMH, he is using eye-tracking as a way to help young autistic children learn joint attention skills that may improve social interaction. Working with the School of Engineering, and sponsored by the National Science Foundation, he is examining cognitive and personality characteristics that may influence our models of traffic flow. Students at various levels of study are involved in each of these projects.

Barry M. Wagner, Ph.D. (University of Vermont), Professor and Director of Clinical Ph.D. Program. Child and adolescent psychopathology; parent-adolescent interaction; youth suicide; stress and coping; family therapy. Dr. Wagner has presented papers and published articles based on his research on adolescents who have attempted suicide, and is currently researching the effectiveness of a parenting skills program for parents of young adolescents.

James E. Youniss, Ph.D. (Catholic University of America), Professor. Friendship and family relations; social structure and culture; developmental theory. Dr. Youniss is the author of several books on adolescents, families, and social development (e.g., *Community Service and Social Responsibility in Youth*, 1997), and is co-editor of books on parent-adolescent interactions and the Catholic character of Catholic schools.

#### *Adjunct Faculty and Lecturers*

Anita L. Boss, Psy.D. (Yeshiva University). Clinical assessment; forensic psychology

Paul Fedio, Ph.D. (Catholic University of America). Neural mechanisms for cognitive and emotional functions; clinical neuroscience

Keith A. Kaufman, Ph.D. (Catholic University of America). Sport Psychology, anxiety.

Michael Miller, Ph.D. (Catholic University of America). Industrial/Organizational Psychology

John C. Parkhurst, Ph.D. (University of Southern Mississippi). Counseling psychology; personality; health psychology

Jonathan Segal, Ph.D. (Wayne State University). Group behavior; gender roles; social psychology

#### *Administrative Staff*

Brian Nowlin, Assistant to the Chair

Judith A. Falk, Administrative Assistant.

#### B. Psi Chi

Psi Chi is the National 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 3.4), have demonstrated superior scholarship in Psychology, and have already completed at least 3 courses (including PSY 322 and/or 350) in the major.

The Director of Undergraduate Studies contacts students who meet the requirements for membership prior to junior or senior year. They are invited to join Psi Chi and asked to complete and submit an application form and fee, and the induction ceremony is typically held in the early fall. Graduating seniors who are members of Psi Chi are honored at the university's Honors Convocation before graduation 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 (or as the chair of the Social, Academic, or Service Committees) helps to demonstrate dedication and involvement in the field of Psychology, and may enhance your resume or graduate school applications.

### 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 sometimes awarded, "for outstanding academic achievement in both coursework and research." These students are also recognized at the university's Honors Convocation prior to Graduation. A third award, for "*Excellence in Research*," is sometimes also given to a student who "demonstrates outstanding work in psychological research".

### D. Research Centers and Laboratories

The Psychology faculty are active in many different research areas, which fall into the three main areas of specialization in the department: applied-experimental, clinical, and developmental psychology. In addition, research is carried out in a number of research centers and laboratories. See the department website and click on "Research" for detailed descriptions of recent and ongoing projects in these labs.

(i) *Anxiety and Psychotherapy Research Laboratory* (Dr. Diane Arnkoff and Dr. Carol Glass)  
Research on the outcome and process of psychotherapy, with a special interest in psychotherapy integration and the practice of psychotherapy. Studies also examine the role of cognitive factors in a variety of problems (such as social phobia and evaluation anxiety), sport psychology, and mindfulness.

(ii) *Autism Research Group* (Dr. Cheryl Trepagnier and Dr. Marc Sebrechts)  
The Autism Research Group focuses on the reciprocal social deficits of autism spectrum disorder (ASD). Recent projects include an investigation of face gaze during a face and object recognition task, by individuals with high-functioning ASD; an experimental environment in which to examine social navigation; a simulation to improve social conversational skills of high-functioning adults; an intervention to induce preschoolers with ASD to attend to faces and extract information from nonverbal communication; and a feasibility study of using machine-scorable information on location, orientation and movement to characterize and assess social interaction of young children. The research has been funded by the National Science Foundation, and work in progress is supported in part by the National Institutes of Health (NIMH) and the Cure Autism Now (CAN) Foundation.

(iii) *Center for Research on Children, Families, and Cultures* (Dr. Sandra Barrueco, Dr. Marcie Goeke-Morey, Dr. Brendan Rich, Dr. 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 migrant farm workers; 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.

(iv) *Cognition and Virtual Reality Laboratory* (Dr. Marc Sebrechts and Dr. Deborah Clawson)  
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 several set-ups for people to experience virtual reality, with several large screen monitors, with stereoscopic glasses, and head-mounted displays.

(v) *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.

(vi) *Applied Memory Laboratory* (Dr. Martin Safer)

Research on how people recall prior levels of pain and emotions, memory of past events, and eyewitness memory.

(vii) *The Cognitive Aging Laboratory* (Dr. James Howard)

Research in human cognitive aging. Facilities include a variety of computers for data collection and analysis as well as three audiometric testing booths.

(viii) *The Psychophysiology Lab* (Dr. Rebecca Fuller)

In the psychophysiology lab we investigate attention and working memory through behavioral and electrophysiological methods. Current research is focused on the interaction of attention and working memory in executive functions in healthy populations and cognitive impairment in patient populations such as schizophrenia and Parkinson's disease. Facilities include a state of the art BioSemi 64 channel ActiveTwo high resolution biopotential measurement system used to record Event Related Potentials, computers for behavioral data collection, and two testing labs.

(ix) *The Life Cycle Institute* (Dr. James Youniss, Dr. Marc Sebrechts, Dr. Sandra Barrueco)

The Life Cycle Institute 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, Anthropology, Education, Politics, Economics, and Religion. Recent research has included studies on positive youth development and service, the sociology of religion, and changing characteristics of the American dream. The Institute is housed on the fourth floor of Maloney.

#### 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

The Center for Academic Success includes programs in reading and study skills, academic tutoring, and workshops. The C.A.S., located in 201 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 in psychology or in professional disciplines such as business and law can be time-consuming, and so you should start thinking about the process quite 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 on applying to graduate school that should also be helpful, and many are available in 314 O'Boyle. See especially the APA books, *Getting In* and *Graduate Study in Psychology*. See the listings on the department website under Undergraduate Programs: “Links to Articles about Graduate School” and “Advice from CUA Faculty About Applying to Grad School.”

#### (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 with a concentration in Forensic Psychology: John Jay College of Criminal Justice, CUNY (2)  
 Ph.D. in I/O-Personnel Psychology: University of Minnesota  
 Ph.D. in Developmental Psychology: Clark University  
 Ph.D. in Applied-Experimental Psychology: Catholic University of America  
 Ph.D. in Cognitive Neuroscience: Duke University  
 Ph.D. in Cognitive Aging: Brandeis University, Georgia Tech University  
 Ph.D. in Clinical Psychology: Alliant University (2), Catholic University of America, Drexel University, Duke University, Louisiana State University, Southern Illinois University, SUNY-Stony Brook (2), University of Delaware, University of Denver, University of Illinois at Chicago, University of Maryland, University of North Carolina (2), University of Maryland—Baltimore County, University of Nevada, University of Kansas  
 Psy.D. in Clinical Psychology: Argosy University, Arizona School of Professional Psychology  
 M.A./Ph.D. in Neuroscience: Columbia University  
 M.A. in Forensic Psychology: George Washington University  
 M.A. in I/O Psychology: George Mason University  
 M.A. in Human Development: University of Delaware  
 M.A. in School Psychology: Montclair State University  
 M.A. in Marriage and Family Therapy: Virginia Tech University  
 M.S.W. program: Columbia University, University of Maryland, University of Pennsylvania  
 M.D. program: Emory University Medical School, George Washington University Medical School  
 J.D. program: Catholic University of America Law School, Fordham University Law School, Villanova University Law School

After identifying a group of schools that you want to consider, check the university websites to get all relevant information, including how to get catalogs, application materials, and information on financial aid (teaching and research assistantships, scholarships and fellowships). Ask to be sent a brochure (or download one if available) on the specific program you are interested in. 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 blue binder (314 O'Boyle), "Advice on Applying to Graduate School" for information on how to complete the application form and personal statement, and suggestions on letters of recommendation. Be sure to fill out the application form 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, 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 sending in 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). Graduate school application deadlines are generally in December or early January, and it takes 6 weeks for schools to receive notification of your score on paper-format GRE exams. A computerized format of the GRE aptitude test is now available, with greatly reduced times to obtain results. Further information on the GRE can be obtained from the Counseling Center or online at [www.ets.org/gre](http://www.ets.org/gre) (see Section 5.F). See Dr. Goodman in Career Services 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.** Give the faculty member stamped envelopes addressed to each school, along with a copy of your CV and personal statement. Include the relevant form if required by a particular school.

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 students with a B.A. in Psychology have taken recently 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  
 Research Assistant, Columbia University  
 Research Analyst, Mood and Anxiety Disorders Program, NIMH

### *Career Services Office*

The Career Services Office offers a number of educational and vocational counseling services, including career counseling, vocational testing, and job counseling. 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, JOIN Online: <http://careers.cua.edu>, as well as the “Career Opportunities” information

on the departmental website.

Juniors and Seniors can use the graduate school guides and related financial aid information, as well as find GRE test application booklets. Students looking for employment after graduation can use the full-time job listings, potential employer resources, and on-campus recruiting program. In addition, the Credential File Service can aid students in their job or graduate school applications by sending packets containing letters of recommendation, transcripts, and resumes. All students can receive individual assistance in career planning and decision making.

The Career Services Office is located in Room 202 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/>

*“Postbac” 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 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 many of these opportunities across the country is available on the Psychology Dept. website under Undergraduate Programs: “Research Assistant/Coordinator positions for after graduation.”

## C. Bibliography

Note: The APA publications listed below are available from the American Psychological Association (<http://www.apa.org/books/student.html>). Some of these publications are also available in Mullen Library and Career Services. Those marked with an asterisk (\*\*) can be borrowed from 314 O'Boyle, and especially helpful references are in bold.

***Advice on Applying to Graduate School. Blue binder containing various articles and chapters collected by the department. \*\****

***Career paths in Psychology (2<sup>nd</sup> 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.

*Getting into Graduate School in Clinical Psychology* (1994 chapter; in blue binder). \*\*

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

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

***Graduate Study in Psychology 2009. Washington DC: APA, 2008. \*\* (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/>

*A Guide to Doctoral Study in the Psychology of Adult Development and Aging.* APA, 1994. (in green binder) \*\*

***Insider's Guide to Graduate Programs in Clinical and Counseling Psychology (2008/09 edition). J. C. Norcross, & M. A. Sayette, & T. J. Mayne, New York: Guilford Press, 2008. \*\* (earlier edition in department office)***

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

*Neuroscience Training Programs in North America.* Association of Neuroscience Departments and Programs, Washington, DC. <http://www.andp.org/>

*1999 Survey of Graduate Training in Community Psychology.*  
<https://www.msu.edu/user/lounsbu1/surv1999.html>

***Preparing for Graduate Study in Psychology: 101 Questions and Answers (2<sup>nd</sup> ed.). W. Buskist & C. Burke. Boston: Allyn & Bacon, 2006 \*\****

## 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 are the requirements for acceptance as a psychology major?--See page 7*

*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 undergraduate internship in Psychology?--See pages 10-11*

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

*What is the Senior Assessment (“Comps”) in Psychology like?--See pages 12-13.*

*What distribution courses do I have to take in order to graduate from CUA?--See pages 14-16*

*What is the last day to drop a course?--See page 17*

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

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

*How do I join Psi Chi, the National Honor Society?--See page 24*

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

*When should I take the GRE?--See pages 12 and 28*

*How do I find out about jobs, employment, and careers in Psychology?--See pp. 18-21 & 28-31*