

# Psychology Handbook

Prepared for  
Psychology Majors

by

The Department of Psychology  
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## Preface

The purpose of this handbook is to provide a guide for the psychology major with regard to departmental offerings and requirements, opportunities for intellectual enrichment, and procedures for test and graduate school preparation. It is intended to give you some information pertinent to your entry into and success in the department. The handbook is designed to increase your understanding of the program and the organization of the department. It also gives you information about completing the major and careers in psychology and related disciplines. Use the handbook as one of several information sources; additional assistance will be provided through members of the department, each of whom will, in some way, serve in an advisory capacity.

Sandra Sims Patterson, Ph.D.  
Chair, Department of Psychology

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## Acknowledgments

Many persons have contributed to the completion of this handbook, most notably, Dr. LaConyeya Butler, who originated the handbook in 1993. Acknowledgments are made to all members (full-time and part-time) of the Department of Psychology for their consistent examination and evaluation of departmental objectives and the curriculum, which resulted in the current revisions in the major sequences and concentrations. Appreciation is also expressed to departmental faculty for reviewing test results and other performance measures of majors at each level of instruction as a prelude to our work on a comprehensive departmental examination.

Administrative assistants are to be commended for their work in the typing and for the format of course sequences, and other general help and support provided. Student assistants also contributed in typing and collating tasks.

Sincere gratitude is expressed to all faculty in the department, both full-time and part-time, for their untiring efforts in instructing and advising students, supervising students' theses and independent research, and generally serving as mentors to the students. Finally, acknowledgments must be made to the psychology majors who make every task worth the effort.

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## BRIEF HISTORY OF THE DEPARTMENT

The early history of Psychology at Spelman is synonymous with Dr. Oran Wendle Eagleson's tenure at Spelman. He came to Spelman in the fall of 1936, a year after receiving his doctorate in general psychology from Indiana University and for many years he was the only teacher of psychology at Spelman. Dr. Eagleson followed Dr. S. O. Roberts who established at Spelman the first psychological laboratory in the Atlanta University Center. The early departmental structure included education and psychology, and Dr. Eagleson was Chair of the combined departments until the 1960s when psychology became a separate department. During the 1974-75 academic year the total academic program of the College was reorganized on the divisional basis. In 1975 the Social Science Division comprised the Departments of Economics, History, Political Science, Psychology, and Sociology. Core courses within the individual departments were integrated into the divisions.

Dr. Eagleson served as the Chair of the Department of Psychology until 1981. He continued part-time teaching in the Department with the rank of Emeritus Professor of Psychology until May, 1986. He also held distinguished administrative positions, including the first Dean of Instruction, the first Calloway Professor, and the first Director of the College Honors Program.

As a faculty member Dr. LaConyeya Butler and Spelman students who comprised the Psychology Club during the 1973-74 academic year established the Spelman Chapter of Psi Chi, national honor society in psychology. The charter group consisted of thirty-six (36) members (thirty-three students and three faculty members). Since that year a total of five hundred two (502) members have been inducted. All faculty in the department are members.

During Dr. Eagleson's able leadership as Chair, the department grew significantly in number of majors, number of faculty members, and number and diversity of course offerings. Some specific courses introduced were: Psychology of Women; Psychology of the Sexes; Theories of Counseling; Psychology of Learning; Sensation and Perception; and Interpretation of Psychometric Instruments. Psychology continued as a very popular major. In 1988, the Department organized a tribute to Dr. Eagleson and dedicated the electronic classroom as the O. W. Eagleson Learning Center. A portrait drawn by artist Jerry Watts serves as a reminder of his many years of dedicated service to the Department and to the College.

In 1981 Dr. LaConyeya Butler became the second Chair of the Department. Her tenure as Chair spanned the years 1981-1996. Under her administration the departmental honors program was established during the 1981-82 academic year as the first of its kind on the Spelman campus. It is a two-year intensive research program. May, 1984 marked the graduation of the first four (4) students having completed the departmental honors program. To date one hundred eighty-three (183) students have graduated with departmental honors.

Other initiatives of Dr. Butler's administration include the development of several concentrations in the department in addition to the major and minor. These concentrations are pre-med, pre-law, and the mental health concentration. Additional minors included women's studies, management/organization, and child development. Innovative courses were added to the curriculum, including Psychology of the African American Experience, Supervised Fieldwork, and Senior Seminar. A departmental comprehensive examination was developed and the ETS Major Field Test was introduced as an assessment instrument for seniors. These instruments are used to assist in evaluating departmental objectives and students' progress.





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Dr. Myra Burnett emerged as the third Chair of the Department in the fall of 1996. During her tenure as Chair, the number of majors increased to distinguish the psychology department as one of the five largest departments on the campus. For the past five years the Department of Psychology has emerged with the largest enrollment and graduation records of any department in the College. The position of Vice Chair became a part of the administrative structure and Dr. Evelyn Chisolm serves in that capacity. New curricular initiatives include: Statistics II; Cognitive Psychology; Brain and Behavior; and Research Seminars for students who are not enrolled in the departmental honors sequence. Laboratory classes were added to General Psychology for Majors, Statistics, and Psychometrics. Presently, under the direction of the recently selected Chair, Dr. Sandra Patterson, strategic plans are being developed to expand the vision and direction of the Department, and to continue formative and summative evaluations.

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## MISSION AND OBJECTIVES OF THE DEPARTMENT OF PSYCHOLOGY

The mission of the Spelman College Department of Psychology is commensurate with the mission of the College. Using a wide variety of pedagogical strategies, the department seeks to provide:

-  a rigorous, systematic study of the science of behavior and mental processes;
-  a climate that facilitates academic excellence and intellectual development in the discipline;
-  opportunities for development of competence and self-confidence in personal and social skills; and
-  leadership for student involvement in responding to needs of the surrounding community.

In a national study of psychology departments conducted by the American Psychological Association (APA) and the Association of American Colleges (AAC) eight common goals of the undergraduate degree were identified: (1) knowledge base, (2) thinking skills, (3) language skills, (4) information gathering and synthesis skills, (5) research methods and statistical skills, (6) interpersonal skills, (7) history of psychology, and (8) ethics and values. We as a Department feel that the structure of our major allows students sufficient opportunity to develop in each of the areas identified. Majors' academic experiences are further enriched through close student-faculty relationships. The mission and objectives of the department are commensurate with the mission and objectives of the College.

Accordingly, upon completion of the prescribed program for the major in psychology, you should be able to understand and demonstrate:

-  knowledge of theories and principles in the discipline, including those related to the African American experience;
-  the scientific method;
-  how the theories and principles of psychology may be applied to individual, societal, and global issues;
-  facility in communicative (oral, reading, writing and listening), research, quantitative, and critical thinking skills;
-  ethical standards and practices within the discipline;
-  relevant applications of technology; and
-  competencies required for entry into graduate or professional school, or for entry into the world of work.; (See the *Spelman College Bulletin, 2001-2002*, p. 116 for department goals and objectives and Department of Psychology, Strategic Plan for 2000-2010).

The specific objectives represent responses to changes in the discipline, changes in societal demands, and needs and interests of the students.

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## MAJOR IN PSYCHOLOGY

A major in Psychology consists of forty (40) semester hours, which must include the following required courses:

Psychology 201, 201L - 202, 202L	General Psychology for Majors (8)
Psychology 305, 305L	Experimental Design (4)
Psychology 317, 317L	Statistics in Psychology (4)
Psychology 318, 318L	Theory of Psychometric Instruments (4)
Psychology 450	Senior Seminar (4)

Psychology laboratory selection from one of the following:

Psychology 310	Psychology of Learning
Psychology 312	Cognitive Psychology
Psychology 315	Sensation and Perception
Psychology 320	Brain and Behavior

The other twelve (12) hours must be distributed among Area I, Area II and Area III electives. Required courses and eight (8) of the elective hours must be taken at Spelman.

### Area I Electives - Courses with Emphasis on Fieldwork

Psychology 204	Educational Psychology
Psychology 209, 304 or 220	Child, Adolescent <u>or</u> Developmental Psychology
Psychology 309	Theories and Techniques of Counseling
Psychology 327 <u>or</u> 407	Abnormal Psychology <u>or</u> Personality

(A fieldwork component is integrated into courses listed in this area. Students desiring a more intensive fieldwork experience are encouraged to enroll in Supervised Fieldwork.)

### Area II Electives - Survey Courses in Knowledge Base

Psychology 205 <u>or</u> 206	Psychology of the Sexes <u>or</u> Psychology of Women
Psychology 301	Social Psychology
Psychology 322	History and Systems of Psychology
Psychology 325	Community Psychology
Psychology 330	Psychology of the African American Experience
Psychology 402	Group Dynamics and Interpersonal Relations
Psychology 415	Industrial/Organizational Psychology

### Area III Electives (courses providing intensive research, statistics, or fieldwork experience):

PSY 409, 410	Research Seminar
PSY 412	Supervised Fieldwork
PSY 413, 414	Independent Study
PSY 417	Statistics II
PSY 420	Practicum

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At least one course must be selected from each of Areas I and II. A third course may be selected from Area III. Electives should be made in consultation with departmental advisors. One Honors Seminar course and or one laboratory course beyond the one required may be credited to Area III.

NOTE: All departmental required courses and at least two of the three departmental elective courses must be taken on the Spelman College campus. Students who take an elective course on a campus which grants only three hours credit must take an additional course to ensure a total of 40 hours in the major.

### **Honors Courses**

Psychology 203	General Psychology-Honors
Psychology 307 - 308	Honors Seminar in Psychology
Psychology 491 - 492	Honors Thesis Research

### **COURSE DESCRIPTIONS**

#### **PSY 200. GENERAL PSYCHOLOGY-NONMAJORS (4)**

A survey of the basic principles, theories, methods, and applications of psychology. Out-of-class experiential and literature research required.

#### **PSY 201, 201L-202, 202L. (4, 4)**

An intensive, two-semester survey of the basic concepts, principles, theories, methods and applications of psychology (the study of behavior and mental processes). A two-hour weekly laboratory is required. **Prerequisite:** For PSY 202, either PSY 201, 200, or 203.

#### **PSY 203. GENERAL PSYCHOLOGY - HONORS (4)**

An intensive survey of the basic concepts, principles, theories, methods and applications of psychology. The challenging experiences of a typical honors course integrated with the African-American experience and the female experience. Laboratory assignments and research project required. A 3.0 cumulative grade point average is required for acceptance. May be used for core credit or, for the psychology major, as a substitute for PSY 201.

#### **PSY 204. EDUCATIONAL PSYCHOLOGY (4)**

Examination of the planning, implementation, and evaluation of the teaching-learning process as it develops in the school and in other aspects of life. Special emphasis on the characteristics of the teacher and the learner. Field experiences supplement classroom activities. Offered fall semester only.

#### **PSY 205. PSYCHOLOGY OF THE SEXES (4)**

An analysis of similarities and differences between the sexes in biological and socialization factors and in the development of gender and sexual identity. Discussions center on the impact of gender roles on the lives of females and males in our society and how various factors influence these roles. An exploration of alternate (androgynous) patterns of development. Special emphasis on the development of gender role identity within the African American context. Offered spring semester, alternate years.

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### **PSY 206. PSYCHOLOGY OF WOMEN (4)**

A psychological study of women in the contemporary culture. Special attention to factors involved in the socialization of the feminine personality and to female development in the African-American context. The aim is to develop an attitude that will encourage acceptance of alternative roles and lifestyles for women. Satisfies college requirement for course in women's studies for students not majoring in psychology. Offered spring semester, alternate years.

### **PSY 209. CHILD PSYCHOLOGY (4)**

A study of growth and development of the individual from conception, including characteristics, issues, research and theoretical perspectives of physical, perceptual, cognitive, social, emotional and moral development. Laboratory experiences designed for observations of infants and children in nursery and preschool, elementary schools, homeless shelters, research settings and other agencies are required.

### **PSY 220. DEVELOPMENTAL PSYCHOLOGY (4)**

A multidisciplinary and multicultural approach to how and why people change from conception through adulthood and dying. Laboratory and field experiences involve observation and application of life-span concepts, theories and principles with individuals, families (including extended), community agencies and multicultural groups. This course is designed as a writing-intensive course.

### **PSY 304. ADOLESCENT PSYCHOLOGY (4)**

An examination of the basic principles, concepts, theories, and problems of human behavior and experience applied to the adolescent years. Field experiences included. Offered spring semester only.

### **PSY 305. EXPERIMENTAL DESIGN (4)**

An analysis and application of the experimental method in psychological investigation, with special emphasis on research methodology and design. A series of experiments to be conducted in the two-hour weekly laboratory and written in American Psychological Association format. **Prerequisite:** PSY 317.

### **PSY 307-308. HONORS SEMINAR IN PSYCHOLOGY (4, 4)**

An in-depth focus on methods and techniques of research and use of psychological sources. Requirements include reading extensively, writing papers and reports on readings, and discussing readings and reactions. Discussion topics are related to research problems that students may develop into research proposals at the end of the year. Designed for students in the College Honors Program who are majoring in psychology, as well as for qualified psychology majors who may be seeking departmental honors. Psychology 3.2 average required. **Prerequisite:** PSY 317.

### **PSY 309. THEORIES AND TECHNIQUES OF COUNSELING (4)**

An intensive examination and analysis of major theoretical perspectives of counseling. Special attention to the role of counseling in contemporary society, as well as to techniques used in the counseling process. Field experiences supplement classroom activities. Offered spring semester only.

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### **PSY 310. PSYCHOLOGY OF LEARNING (4)**

An examination and analysis of the major learning theories. Special attention is given to an empirical analysis of Pavlovian and operant conditioning. Consideration of the origin and derivation of motivation in relation to conditioning and learning. Laboratory experiences focus on application of research design to the area of learning. Fall Only. **Prerequisite:** PSY 305.

### **PSY 301. SOCIAL PSYCHOLOGY (4)**

A foundation for understanding interpersonal behavior and deriving knowledge about self in relation to others. To provide insight into answers to the questions: How are my behaviors, thoughts, and feelings influenced by the actions of others? How do the characteristics of others affect my actions toward them? Laboratory and field studies conducted by students are designed to develop their use and interpretation of scientific methodology and skills in writing a psychological research report. **Prerequisite:** PSY 200, 201-202, or 203.

### **PSY 312. COGNITIVE PSYCHOLOGY (4)**

An examination of mental activities associated with and governing thinking, remembering, and communicating. Special emphasis on the theoretical framework and distinctions within the areas of attention, pattern recognition, memory, organization of knowledge, language, reasoning, and problem solving. Out-of-class laboratory assignments required. **Prerequisite:** PSY 305.

### **PSY 315. SENSATION AND PERCEPTION (4)**

An examination of the different approaches to the study of how organisms gain information about and are affected by stimuli in the world around them. Emphasis on research that has led to the current theories and models. Neuroscience and classical approaches covered. Students participate in a two-hour required laboratory. **Prerequisite:** PSY 305.

### **PSY 317. STATISTICS IN PSYCHOLOGY (4)**

A study of basic statistical techniques and their application to psychological problems. Required laboratory enhances students' use of statistical methods.

### **PSY 318. THEORY OF PSYCHOMETRIC INSTRUMENTS (4)**

An examination of the theoretical and practical aspects of the administration and interpretation of psychological tests. Special emphasis on the history of intelligence testing as it pertains to women and people of African ancestry. Separate laboratory required. **Prerequisite:** PSY 317. Offered spring semester only.

### **PSY 320. BRAIN AND BEHAVIOR (4)**

Examines the relationship between biology and psychology by introducing methods used to study brain function and specific neural structures, pathways and systems that constitute behavior (eating, drinking, language, sleeping, sex) and mental processes (learning, memory, emotion).

**Prerequisite:** PSY 305.

### **PSY 322. HISTORY AND SYSTEMS OF PSYCHOLOGY (4)**

A survey of the philosophical and scientific precursors to the development of psychology. Examines the major traditions in the discipline and themes in the history of psychology as a scientific discipline. Comparison of the major theoretical movements in the last century of psychological research. Emphasis on the roles of women and African-Americans. Alternate years.

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### **PSY 325. COMMUNITY PSYCHOLOGY (4)**

An examination of the influence of environmental forces on the psychological well-being of communities and development of the potential for using these same forces to alleviate such problems. Approached as an academic discipline and the development of the community psychology perspective as a "social movement" in response to the need for reform within the larger field of applied psychology. Focus on the political significance of the community psychologist as a change agent in this system of reform. Field experiences required. Alternate years.

### **PSY 327. ABNORMAL PSYCHOLOGY (4)**

An overview of the major classifications of behavior and treatment approaches, as well as the concepts, approaches, issues, and trends in the contemporary views of abnormal behavior. A demonstration of the effects of social conditions on the nature and incidence of maladjustment and the need for an interdisciplinary approach to the analysis and treatment of abnormal behavior. Field experiences supplement students' classroom activities. Alternate years.

### **PSY 330. PSYCHOLOGY OF THE AFRICAN AMERICAN EXPERIENCE (4)**

The course is designed to explore the response of African American psychology to mainstream psychology. Students will examine alternative theoretical approaches to the study of African American behavior and mental processes, explore existing theoretical explanations for African American behavior and mental processes, and consider possible theoretical consensus about the psychology of African Americans.

### **PSY 402. GROUP DYNAMICS AND INTERPERSONAL RELATIONS (4)**

An intensive study of the interactions among individuals in various types of groups. Observations and special emphasis on the dynamics of the groups to which class members belong will demonstrate some of the basic principles in the area. Offered spring semester only.

### **PSY 407. PERSONALITY THEORY (4)**

A study of classical and modern theories of personality. Freud's psychoanalysis, neo-Freudian perspectives (ego, individual, analytical, psychoanalytic, social, and humanistic psychoanalysis), and viewpoints from holistic, dynamic, person-centered, and existential theories. Field experiences.

### **PSY 409, 410. RESEARCH SEMINAR (4, 4)**

Small-group research seminar with intensive focus on special topics in psychology. Students collaborate on research projects under the direction of a faculty member. Consent from instructor required.

**Prerequisite:** PSY 202, 317.

### **PSY 412. SUPERVISED FIELDWORK (4)**

A course that provides students with the opportunity to observe and participate in the work settings of community agencies and institutions. Goal: to seek out, under the supervision of a staff person, experiences that demonstrate the application of theories and principles and reveal aspects of the real-world setting valuable to career development. Consent from instructor required. Offered spring semester.

### **PSY 413, 414. INDEPENDENT STUDY IN PSYCHOLOGY (4,4)**

A course that enables the student to select a topic in psychology and study it in-depth through extensive reading and critical discussion with a faculty member. The student must summarize the work on this topic in a scholarly, well-prepared paper. Consent from the instructor required.

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#### **PSY 415. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (4)**

An examination of theories and practices of psychology in corporate environments. Specific topics of interest to industrial/organizational psychologists as well as the methods and techniques of research used. Field study of a company required. Alternate years.

#### **PSY 417. STATISTICS II (4)**

A higher-level statistics course designed to develop skills in use of univariate, multivariate, and nonparametric statistics. Special emphasis on use of statistical computing software and data interpretation in completing laboratory assignments. **Prerequisite:** PSY 317.

#### **PSY 420 MENTAL HEALTH PRACTICUM (4)**

This course provides students with the opportunity to participate and work in mental health and community agencies. Under the supervision of a professional staff person, the student will acquire new academic content including collaborative learning strategies in response to on-the-job issues and therapies. It will combine strong social purposes with acknowledgement of the significance of personal and intellectual growth. It will encourage a sense of responsibility to community and nation. This course is designed to give advanced psychology students a practical experience in improving the integration of theory and practices and boosting critical thinking skills. It will provide students with an opportunity to clarify career goals and improve performance required for success in the work place. **Prerequisite:** PSY 309 Theories and Techniques of Counseling, PSY 325 Community Psychology, PSY 327 Abnormal Psychology, MPSY 421 Assessment in Clinical Psychology-Morehouse (Senior Level).

#### **PSY 450 SENIOR SEMINAR (4)**

A senior capstone course that allows the student to integrate knowledge of facts and theories in the discipline and to apply this knowledge to a variety of situations and experiences. Focus is on critical thinking and communication of ideas in the discipline as evidenced in both oral and written form. Emphasis on practical aspects of career development. **Prerequisite:** 20 hours earned in the major. Offered fall semester only.

#### **PSY 491-492. HONORS THESIS RESEARCH (4,4)**

A course that allows the student to develop an intensive investigative research study under the supervision of her major advisor. Research culminates in a comprehensive senior thesis that the student must defend. Part of the departmental honors sequence.

Students typically do not begin the psychology major until the sophomore year. Once the major has been declared, the student will enroll in the general psychology course for majors. The honors general psychology course (Psychology 203) may substitute for Psychology 201 for students who qualify and who desire to take an honors course. Some students take the general psychology course for non-majors and then decide to major in psychology. Official acceptance as a major in psychology is contingent upon satisfactory completion (the grade of C or above) of one of the following courses - Psychology 200, Psychology 201, or Psychology 203. Students not meeting these requirements may be accepted only with the approval/recommendation of the department faculty.

The Department of Psychology has developed sequences for students with specific interests in law and medicine, and for those who wish to combine a psychology major with a minor in child development, management and organization, or women's studies. A minor may also be selected from one of the many subject fields in which majors are offered. Spelman does not require a minor but, if you plan to take a minor, it is imperative that you consult with the chairperson of your selected area as soon as possible.

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# MENTAL HEALTH CONCENTRATION

## Rationale




The psychology major is a popular choice for Spelman students. Approximately 35-40 percent of students graduate with a degree in psychology every year. Of this number, approximately 25-30 percent go on to graduate or professional schools. While the emphasis has been on preparing students for graduate study, it has been noted that a larger number of psychology majors seek employment. Based on follow-up, we are not pleased with the types of employment that many graduates are reporting, for example, sales clerks in department stores, clerical/secretarial positions, and bank tellers. These jobs do not permit expression of talents/abilities and skills acquired as majors in the department. As a department, we desire to see graduates working in mental health or social service areas in greater numbers.

We also feel that many psychology graduates enter the job market with minimum service skills, little field experience, and even less knowledge about job titles and places of employment in the field. They are both unaware of, and not prepared to compete for relevant job openings that do occur. The culminating Field-Intensive Practicum in Mental Health is designed to support students' acquisition of knowledge in coursework, develop relevant skills, provide opportunities for field experiences, and the potential for job placement as well as for admission to graduate and professional school. It is expected that students who participate will increase their competitiveness for relevant job positions as well as admission to graduate and professional school.

Another purpose to be served by the mental health concentration relates to Spelman's commitment to community. Students who enter the mental health field will increase the number of service providers especially suited to work with minorities and the poor. A serious mismatch exists between the cultural reference of service deliverers and that of clients needing mental health services. The availability of a liberally educated, minority group is greatly needed and should be well received by the mental health delivery system.

## Goals and Objectives of the Culminating Field-Intensive Practicum

The goals of the field-intensive practicum experience are to:

-  Expand students' knowledge of the practical application of psychology, and relevant job titles, agencies and graduate programs;
-  Support the development of mental health service delivery skills, which will aid in job placement, career advancement, and admission to graduate programs;
-  Develop a cadre of liberally educated service providers which will increase mental health manpower especially suited to work with the poor and minority populations; and



"Provide an opportunity for students to acquire new academic content that comes to light in response to on-the-job issues and experiences and the application of new skills necessary to enhance on-the-job performance and personal development goals." (*The Teaching Professor*, April 1999, p.3)

Upon completion of the associated coursework and the practicum experience, you will be able to:



identify and evaluate the effectiveness of psychological theories and principles relevant to successful performance in the practicum assignment; evaluate your performance in applying the appropriate psychological theories and principles;



engage in off-campus activities associated with the delivery of psychological services;



identify and network with mental agencies while exploring career options and employment possibilities;



acquire new academic content in response to on-the-job experiences; and



apply new skills to enhance job performance and personal development.

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# MINOR PROGRAM IN PSYCHOLOGY

## Program Description



The Psychology minor is made up of three (3) required psychology courses and three (3) psychology electives. The individual student's interests and post-graduation plans will determine the three (3) elective courses. For example, certain courses may fit the economics major (and business administration interest), and other courses fit a pre-med major.

## Rationale

The minor in Psychology is designed to contribute to a broadly based education for students seeking a basic, general knowledge of psychology as related to the everyday world. In addition to being in the liberal arts tradition, then, it will assist in the student's own personal development. Psychology, adaptable as it is, can undergird any academic major. Correspondingly, it can contribute to preparation for professional training in other areas such as social work, medicine, law, education, and business. Further, for those career-oriented students who plan to work following graduation from Spelman, psychology combined with another discipline will give them some attractive options in the job market.



## Program Goals and Objectives

Upon completion of the minor sequence in psychology it is expected that the student will be able to

-  Understand
  - (a) the basic facts and theories of psychology
  - (b) the vocabulary of psychology
  - (c) the quantitative basis for the development of psychology as a science;
-  Apply psychological methods to personal and social problems.

## Courses

The Psychology minor consists of twenty-four (24) hours and includes the following:

-  Required courses (4 hours each)
  - Psychology 200 - General Psychology for Non-Majors
  - Psychology 317 - Statistics in Psychology
  - Psychology 318 - Theory of Psychometric Instruments
-  Elective courses in psychology - 3 courses (4 hours each) to be chosen in consultation with major and minor department chairpersons.

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# HONORS IN THE DEPARTMENT OF PSYCHOLOGY

## **Honors Course in General Psychology**

Psychology majors completing the first year with a cumulative average of 3.0 or above may substitute Psychology 203 (General Psychology - Honors) for Psychology 201 (General Psychology - Majors). In addition to providing the challenging experiences of a typical honors course, the course integrates the African American experience and the female experience in the field. The sequence will be Psychology 203 for the fall semester and Psychology 202 for the spring semester.

## **Psi Chi (National Honor Society in Psychology)**

The purposes of Psi Chi are to encourage, stimulate, and maintain scholarship of the individual members in all fields, particularly in psychology; and to advance the science of psychology. Psi Chi has two major goals, the first of which is to provide academic recognition and benefits to its members and secondly to nurture the spark of ability of the members by offering a conducive climate to aid in creative development and professional growth.

Psi Chi was founded in 1929 and has chapters located on accredited college and university campuses throughout the nation. The Spelman chapter of Psi Chi was installed on May 2, 1974. Most of Psi Chi's active members are graduate and undergraduate students and psychology faculty members.

In order to qualify for Psi Chi membership the student must complete a minimum of twenty (20) semester hours in psychology, have an average of at least 3.4 in these subjects and, in addition, have a cumulative grade point average of 3.4.

## **Departmental Honors in Psychology**

The Department of Psychology provides the opportunity for increased intellectual and academic stimulation for psychology majors through its departmental honors program. Majors who have a 3.2 average in psychology, as well as a cumulative 3.2 grade point average, at the end of the sophomore year, may qualify for entry into the departmental honors program. This is a sixteen-hour sequence consisting of Psychology 307 and 308 (Honors Seminar in Psychology) during the junior year, and Psychology 491 and 492 (Honors Thesis Research) during the senior year.

The departmental honors program provides the means for qualified students to enhance skills necessary for engaging in psychological research. Moreover, students will be involved in intensive work through which they may further develop their communicative, quantitative, and critical thinking skills. The program culminates in preparation and defense of a comprehensive, well prepared, thoroughly documented senior thesis. The opportunity for a close mentor-student relationship is an important component of the program.

Completion of the sixteen-hour sequence while maintaining a grade point average of 3.2 will enable the student to graduate with Departmental Honors in Psychology.

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## SPELMAN COLLEGE MODEL

**HONORS SEMINAR**  
**Semester One**  
**Junior Year**

Department Faculty acting as a committee of the whole provide an intensive junior experience in: Library Research Methods, Methods of Research

**Semester Two**  
**Junior Year**

Department Faculty as a group:  
a) expose students to process of literature review  
b) initiate the process of developing a proposal  
c) introduce ethics in research

Department Faculty in pairs:  
a) guide students in developing a preliminary research proposal  
b) prepare students to present proposal

**HONORS RESEARCH**  
**Semester One**  
**Senior Year**

Individual Faculty with partner:  
a) assist students in completing and refining proposal  
b) convert proposal to thesis  
c) begin data collecting procedure

**Semester Two**  
**Senior Year**

Individual Faculty with partner:  
a) assist students in data analysis  
b) assist students in completion of results and discussion sections  
c) assist students in completing conclusions, implications and recommendations  
d) assist students in preparing for defense of thesis

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## FACULTY ADVISING

Students first enroll in the psychology major in the first semester of the sophomore year. Through classes as well as through other experiences, numerous opportunities are afforded for students to learn about psychology as a major, departmental requirements, and career opportunities in psychology.

As soon as you have chosen psychology for your major you will want to see an advisor. To ensure that psychology majors have more individualized attention, the departmental advising system has been decentralized. Sophomores and juniors will be assigned alphabetically to faculty. Additionally, some faculty members serve as advisors to first-year students who plan to major in psychology. (See the posted list at the beginning of the fall semester.) Seniors are assigned to the Chair of the Department as further insurance that they are meeting graduation requirements. Transfer students are typically assigned to the Chair as well. Department members to whom you are not specifically assigned may advise you as the need arises and, since all full-time members are familiar with the requirements and sequences, you may consult with any member according to availability.

Prepare for any conferences you have with your advisor or instructor. Your assigned advisor will usually have a copy of your transcript, but it will facilitate the process if you carry a copy of your most recent transcript with you. Furthermore, if your assigned advisor is not available and you need to see another psychology faculty member immediately, you will have what you will need. It will also be helpful in the advising process if you carry with you any other items pertinent to your progress in academic or career planning. Jot down specific questions for which you need answers.

Keeping track of academic policies and regulations and your academic requirements is your responsibility. Refer to the *Spelman College Bulletin* under which you entered and use this handbook for assistance. Keep all copies of your transcripts, grade sheets, notes regarding exemptions, summer school credits, and test reports (e.g., SAT or ACT, Advanced Placement, GRE) on file. Go over your records periodically yourself and with your academic advisor to ensure that all credits and exemptions have been recorded and all incomplete and missing grades have been checked. A copy of the Senior Check Sheet that the department chair uses is included in the Appendix for your convenience.

Be sure to take advantage of the expertise of faculty in the department, especially for knowledge in specific fields of psychology. It is important to get to know members of the department and to let them get to know you. Faculty need to know much more than your name and your course grades if they are to write effective letters of recommendation for you to attend graduate school, to participate in internship experiences, or to enter the world of work. Talk with individual faculty members about specific courses and their value, about graduate school and graduate school preparation, and any areas pertinent to your success at Spelman and following graduation. You will find them quite willing to assist you.

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## CHOOSING ELECTIVES

It is important for the psychology major to choose electives carefully. This includes both psychology electives and electives outside of the department. If you have some idea of the field of specialization within psychology in which you plan to work, certain courses will provide a good background for you. Some psychology electives suggested for certain fields of specialization are:

### Developmental Psychology/ Child Psychology

- Child Psychology
- Developmental Psychology
- Adolescent Psychology
- Personality
- Psychology of the African American Experience
- Psychology of Women/Sexes
- Educational Psychology

### Clinical Psychology/Community Psychology

- Abnormal Psychology
- Community Psychology
- Child Psychology
- Personality
- Child Psychology
- Theories and Techniques of Counseling
- Psychology of the African American Experience

### Educational Psychology/School Psychology

- Educational Psychology
- Psychology of Learning
- Theories and Techniques of Counseling
- Advanced Statistics
- Personality

### Counseling Psychology

- Theories and Techniques of Counseling
- Personality
- Child Psychology
- Educational Psychology
- Clinical Methods
- Adolescent Psychology
- Group Dynamics and Interpersonal Relations
- Psychology of Women/Sexes

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CHOOSING ELECTIVES, continued

Personality/Social Psychology

- Personality
- Child Psychology
- Adolescent Psychology
- Psychology of the African American Experience
- Abnormal Psychology
- Psychology of Women/Sexes
- Sensation and Perception
- Developmental Psychology
- Community Psychology
- History and Systems

Experimental Psychology/ Physiological Psychology

- Psychology of Learning
- Sensation and Perception
- Cognitive Psychology
- Advanced Statistics
- Developmental Psychology
- History and Systems
- Brain and Behavior

Industrial Psychology/ Organizational Psychology

- Group Dynamics and Interpersonal Relations
- Personality
- Advanced Statistics
- Psychology of Women/Sexes
- Developmental Psychology
- Psychology of the African American Experience
- Industrial/Organizational Psychology

If you plan to attend graduate school in any field of specialization in psychology, History and Systems of Psychology and Advanced Statistics are good electives to strengthen your program. Moreover the History and Systems course provides excellent information in preparation for the GRE Subject Test in Psychology.

Psychology is a good major to undergird interests and training in other fields also. For example, psychology majors have gone into fields such as medicine, law, social work, education, business, and communications. Spelman offers minor programs in education, management and organization, women's studies, and international studies. If you are interested in these specific areas, you should contact the directors of these programs to ensure that you enroll in the required courses at the appropriate time. Some suggested psychology electives for specific fields follow:

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CHOOSING ELECTIVES, continued

Medicine

Personality  
Abnormal Psychology  
Child Psychology  
Developmental Psychology  
Psychology of the African American Experience  
Psychology of Women/Sexes  
Community Psychology

Law

Personality  
Psychology of Women/Sexes  
Child Psychology  
Adolescent Psychology  
Theories and Techniques of Counseling  
Psychology of the African American Experience

Social Work

Community Psychology  
Abnormal Psychology  
Personality  
Child Psychology  
Adolescent Psychology  
Group Dynamics and Interpersonal Relations  
Social Psychology  
Psychology of the African American Experience

Business

Group Dynamics and Interpersonal Relations  
Personality  
Psychology of Women/Sexes  
Theories and Techniques of Counseling  
Industrial/Organizational Psychology

Education

Educational Psychology  
Child Psychology  
Adolescent Psychology  
Personality  
Psychology of Learning  
Theories and Techniques of Counseling  
Psychology of Women/Sexes  
Psychology of the African American Experience

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CHOOSING ELECTIVES, continued

Communications

Group Dynamics and Interpersonal Relations

Personality

Psychology of Women/Sexes

International Relations

Social Psychology

Personality

Group Dynamics and Interpersonal Relations

Psychology of Women/Sexes

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## FIELD AND RESEARCH EXPERIENCES IN PSYCHOLOGY

For students who desire field experiences in psychology, opportunities are available through regular course offerings, through activities with the Psychology Club or Psi Chi, or through student-arranged summer experiences. The specific course, which focuses on student experiences in community agencies or institutions, is Psychology 412 (Supervised Fieldwork). Field placements have typically been in settings such as mental health facilities, hospitals, schools, child and family service agencies, drug and alcohol abuse centers. Members of Psi Chi and the Psychology Club engage in various types of field experiences on a volunteer basis.

Additional opportunities are provided for students who are not involved in departmental honors. If you are interested in having research opportunities in addition to those incorporated within the regular courses you may enroll in PSY 409 or 410 (Research Seminar) or PSY 413 or PSY 414 (Independent Study in Psychology). These courses will enable you to develop a close mentoring relationship with a faculty member as you design a comprehensive research project in an area of interest to you.

Many of our more assertive majors (and particularly those who plan to attend graduate school) seek intensive summer experiences. These may be internships in mental health or other community agencies or institutions and some of these may be worthy of academic credit. While there are generally few psychology internships available, general internships may exist in other areas. You should take advantage of these as you will enhance your communication, thinking, and interpersonal skills, and you will learn job and other skills related to your future advancement. Check general and departmental bulletin boards as well as the Office of Career Planning and Development for specific information.

Occasionally students may be involved in research training and/or graduate school orientation programs for the summer. The programs typically run from six to eight weeks. Institutions offering programs in the past years includes Emory, Columbia, Rice, Baylor, Xavier, Yale, Georgia State, St. Louis, George Mason, Vanderbilt, Duke, UCLA, University of Connecticut, University of Rochester, Fisk, University of Chicago, University of Illinois-Urbana-Champaign, University of Minnesota, University of Wisconsin, University of Pittsburgh, University of Maryland, University of Michigan, Meharry Medical College, the Medical College of Georgia and Case Western Reserve School of Medicine. Every year some of our majors have been selected to participate. Tuition, room and board, travel allowance, and a stipend are often granted to participants. Some of the programs are funded and therefore the schools offerings such programs may vary from year to year.

Students may also work as research assistants with professors. If you participate in a summer training program for which college credit is given at the school you attend, you need only have the credit transferred to Spelman. To receive credit you must have your Spelman application for summer school attendance on file in the Registrar's Office. If college credit is not offered, or if you are in a summer internship, you may still receive paracurricular credit by making arrangements with the chair of the department and following the departmental guidelines for receiving paracurricular credit.

The Atlanta University Center undergraduate institutions operate jointly funded programs designed to increase minorities in the fields of teaching and research in the biomedical fields and in mental health. The MARC/U\*STAR (Minority Access to Research Careers/Undergraduate Student Training in Academic Research), Honors Program,

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MBRS (Minority Biomedical Research Support Program) encourage students interested in pursuing careers in biomedical research, and the NIMH-COR (National Institute of Mental Health-Career Opportunities in Research) Honors Research Training Program assists those interested in mental health and/or substance abuse. The Center for Behavioral Neuroscience (CBN) and Research Infrastructure in Minority Institutions (RIMI) also support student research. Sophomores and juniors who possess a 3.0 GPA and have completed a minimum number of required courses in the major field are eligible to apply. Each program provides participants with partial support for tuition and fees, a travel allowance to attend a scientific meeting, and a monthly stipend. Information about these programs is available in the spring semester.

Several summer programs, as well as the center-wide programs, provide opportunities for students to present research papers at professional association conferences. In addition, you may wish to use your experience in research with your independent study or thesis advisor to prepare a paper for presentation at the annual meeting of the American Psychological Association (APA) or the Southeastern Psychological Association (SEPA) or for any of several undergraduate research conferences sponsored by some regional institutions (e.g., University of Georgia, North Carolina State). Psi Chi also publishes a journal of undergraduate research and offers several awards each year for outstanding research.

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## STUDENT ACTIVITIES

The department sponsors a Psychology Club for students who wish to have extracurricular experiences, including leadership opportunities related to psychology. Psi Chi, the honor society in psychology, provides these kinds of



experiences for students who qualify for membership. Many students maintain a high level of participation in both clubs. Although each club sponsors some separate programs and activities, many special programs and activities of the department occur under joint sponsorship. These include such things as colloquia on careers in psychology, sessions on graduate school preparation, and participation in high school career day programs. In addition, members of the two groups frequently participate in volunteer programs with groups in community agencies and organizations and in tutoring activities with elementary, middle, and high school students.

Students are also encouraged to join professional associations as student affiliates. In addition to developing contacts with members, you may subscribe to the associated professional journals at special rates. To join the American Psychological Association as a student affiliate, you must have the endorsement of a Member or Fellow of APA. Several students also participate in ongoing activities of the Association of Black Psychologists (ABPsi), the American Psychological Society and other psychology related organizations for example, Society for Neuroscience, Society for Research in Child Development).



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## EXAMINATIONS IN THE DEPARTMENT

The College has designed a sequential testing program for your benefit. Results from a variety of examinations and inventories allow you to assess your capabilities/strengths and interests to assist you with academic and career planning. See the Assessment Brochure for specific information in this area. You are encouraged to arrange for conferences with the Assessment Coordinator to have results discussed and interpreted.

The Department has developed a comprehensive departmental examination to be administered to all department majors at the end of the sophomore year and the end of the first semester of the senior year. The examination covers the major areas/fields of psychology and will enable the Department to assess strengths and weaknesses. In addition, all senior majors are required to take the Major Field Achievement Test. The Major Field Test is a nationally standardized test designed by the Educational Testing Service which provides norms based on the performance of psychology majors in colleges and universities throughout the nation. Results from the Major Field Test are reported in the form of Total score and Subscores and the approximate percentages of items in each section are: Learning and Cognition (22%); Perception, Sensory, Psychological, Comparative, Ethnology (21%); Clinical, Abnormal and Personality (19%); and Developmental and Social (24%). Assessment Indicators, along with the approximate percentage of questions in each category follow: Memory and Thinking (14%); Sensory and Physiology (13%); Developmental (12%); Clinical and Abnormal (12%); Social (12%); and Measurement and Methodology (9%). (Information is from ETS, Major Field Achievement Tests Program Manual.) Results from the departmental examination and the Major Field Examination will be used by the Department to assist in curriculum evaluation.



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## SCHOLARSHIPS AND AWARDS AT THE UNDERGRADUATE LEVEL

The Department of Psychology does not have scholarships for undergraduates. Students in the department are eligible, however, for scholarships and awards provided by the College. (See the *Spelman College Bulletin* for information regarding eligibility for Spelman academic scholarships and for other scholarships, prizes and awards.)

Beginning in 1993 the New York Life Insurance Company began to offer the Margaret B. Young award of two hundred dollars (\$200) to an outstanding major in the department. This award honors a former faculty member in the department who continues to be an advocate for children and young people. In the academic year 2001-2002, the Department established the D. W. Eagleson Award. The initial award was \$200. In addition, Psi Chi offers a number of competitive research awards for which members of Psi Chi may apply. (See information in the Department regarding Psi Chi National and Regional Awards for criteria and deadlines.)



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## PREPARING FOR GRADUATE SCHOOL

Admission to and success in graduate school requires a serious commitment of time and energy beginning with the early stages of your psychology training. Depending upon what career path you plan to take, you may wish to obtain a master's degree (a one- or two-year commitment beyond the bachelor's level) or a doctorate (generally from four to six years beyond the bachelor's depending upon the field and many other factors). To avoid the desperate feeling that many students tend to have when approaching graduation without having any specific plans in mind, you are urged to develop a plan of action beginning with your sophomore year. You may begin by taking "The Unvalidated Graduate School Potential Test" in the Appendix. Then follow the suggested "Checklist for Preparing for, Choosing, and Applying to Graduate Schools."

Recognizing that all of our graduates may not attend graduate/professional school immediately upon graduation from Spelman, the department has developed a field-intensive program in mental health services. This is a sequence of courses and field experiences designed to enhance students' employability after graduation. Upon completion of the sequence the student will have certain psychological skills and a knowledge of how to apply these skills in a work setting. The sequence is also beneficial for students going on to graduate school.

Start early learning about the general requirements for admission to graduate school and about specific requirements for the field of psychology in which you are most interested. Follow that with getting information about which schools offer programs in that area and find out the specific requirements of these schools. Take those courses that would seem to best prepare you for your area of interest and, needless to say, try to maintain a good grade point average. A good average, especially in your psychology courses, will improve your chances of getting admitted to the school of your choice. Some universities pay special attention to your performance over the last two years of your undergraduate training, particularly noting examples of continuing improvement.

### **Types of Degrees and Programs**

The doctoral degree is often required for employment as a psychologist, especially if one wishes to advance in the field or to acquire tenure in an academic setting. Generally, types of degrees granted are the Ph.D. (Doctor of Philosophy) and the Psy.D. (Doctor of Psychology). The Ph.D. is the traditional degree in the field and offers training for academic and research psychologists as well as for psychology practitioners. The majority of practicing and academic psychologists possess the Ph.D. degree. The Psy.D. degree was first offered in the 1970s to meet the increasing demand for practitioners. "Although many Psy.D. programs encourage scholarship and research, their primary function is to enhance the candidate's professional skills, not to produce new knowledge." (APA Monitor, January, 1982, p. 10.) The Ed.D. degree is granted in programs through schools of education, particularly in such specialties as educational psychology, school psychology, counseling, human development, and student personnel.

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There are numerous choices as to specialties for doctoral study in psychology. Program choices may be made from the more familiar specialties such as child, developmental, clinical, counseling, experimental, biopsychology, community, educational, psychometrics, industrial/organizational, personality, physiological, social, and school, or some combinations of these. Other choices are from areas such as cognitive, consumer, health, learning, quantitative, environmental, and sports psychology, neuroscience, and behavior modification.

It is important when planning for graduate study in psychology to consider combinations of fields/specialties. Broad training increases marketability once the graduate program is completed. This may essentially involve having a major field of study, but including relevant courses and training in another specialty. You may be able to design a program that is tailored to your interests. Examples of possible combinations are experimental/industrial, developmental/aging, industrial/counseling, clinical/forensic, and school/clinical.

Other possibilities for relating interests in different areas are combined-degree or joint-degree programs. In these programs two professional degrees may be obtained at one institution or two separate schools may combine their offerings for a joint-degree. For example, J.D./Ph.D. programs have been designed at the University of Nebraska at Lincoln, Hahnemann University, and Pacific Graduate School of Psychology. Combined PsyD/Dr.P.H. degrees is offered at Loma Linda University. Some universities also offer a combined M.D./Ph.D. degree. These programs may relate to students' interests in such topics as the mental health/law interface, legal rights of patients, family law, or forensic assessment, diagnosis, and testimony.

Occasionally, students may decide that a master's program provides the best option. John E. Williams (Department of Psychology, Wake Forest University) in an article entitled, "The General Master's Degree as an Entry Route to Psychology," cites several groups of individuals who may be served by a program of this type. They are: (1) persons exploring whether they want the Ph.D., (2) persons with insufficient undergraduate background in psychology for doctoral work, (3) persons with mixed credentials, including "late bloomers," (4) persons committed to the general field of psychology, but who have not decided on a specialty, (5) persons admitted to doctoral programs of low preference who feel a master's program will enable them to do better, and (6) persons with excellent credentials who wish to enhance the probability of their acceptance into highly competitive areas, such as clinical and industrial/organizational psychology (APA Psychological Science Agenda, January/February, 1993, p. 5).

## **Selecting a Graduate School**

When selecting a graduate school, some important factors to consider are quality of the faculty and effectiveness of the program. Several ratings of the top-rated programs in psychology have been published, and frequently they are based on the general reputation of the school. These ratings do not indicate that all of the psychology programs at the schools are good, nor is one to assume that other schools do not have some effective programs as well. The ratings are in large part based on the raters' familiarity with the programs and/or faculty at the respective universities so some programs not included in the highest ratings may simply not be as well-known. Examine various programs for what they have to offer in relation to your needs and interests and select accordingly. It may be important to find out if adequate support systems for minority students are in place. In making your selection you may also wish to consider the cost of the program in relation to your financial needs and the possibility of your receiving aid, and the probability of your gaining admission based on your academic record.

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You can get complete current information about psychology programs, as well as general information about applying to graduate school, from the American Psychological Association publication, *Graduate Study in Psychology* (updated every year). The December issue of the *American Psychologist* each year includes a list of current universities with APA-approved programs in clinical, counseling, and school psychology, and this reference may assist you in making your selection. The GRE Search Service may also help you to find an institution commensurate with your experiences and interests. These services allow schools to rate pertinent information about prospective graduate students.

Several institutions provide minority fellowships and/or have expressed particular interest in recruiting minority applicants for their programs. Some of these institutions are: the University of Maryland (College Park and Baltimore), the University of Delaware, Rutgers University, Ohio State University, St. Louis University, Purdue University, the University of Iowa, the Illinois School of Professional Psychology, the University of Southern Mississippi, the University of Alabama, and Florida State University. Graduates from our Department of Psychology have studied/are studying and/or have graduated from major graduate and professional schools across the country. Among the institutions are: Princeton University, Rutgers University, University of Maryland, Ohio State University, Michigan State University, University of Michigan, University of Massachusetts, Howard University, DePaul University, St. Louis University, State University of New York (SUNY) at Stony Brook, Clark Atlanta University, University of Florida, University of South Florida, University of Southern Mississippi, University of Alabama, Auburn University, University of Georgia, University of California-Los Angeles, University of California-Berkeley, California School of Professional Psychology, and Illinois School of Professional Psychology.

Most graduate schools allow candidates until April 15<sup>th</sup> for a final decision on acceptance of offers made. Typically as you receive offers you will decide on the better one and refuse others so that the space may be made available for another applicant. The process can be terminated when you have received an offer from your most preferred school. Once you have accepted an offer from a school, APA ethics require that you honor the acceptance. Do not accept an offer, hoping to get a better one later. If you have not received offers by April 15<sup>th</sup>, you should not become discouraged, as vacancies may occur later or new openings may be made available through grants to programs. Also, the APA publishes a list of institutions with openings after May 1<sup>st</sup> and you may find a program that meets your needs and offers financial assistance.

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## Preparing for the Required Examinations

Preparing for graduate/professional school involves preparing to take the required examinations pertaining to your intended field of study. Many universities use test results for admission and to assist in selecting applicants for fellowships. Find out which tests are used by the schools of your choice and try to find out as much as you can about them. For graduate study in psychology the Graduate Record Examination (GRE) and/or the Miller Analogies Test (MAT) will usually be required. Other tests such as the MCAT, LSAT, and GMAT are required for students planning professional study in the related areas. Most national tests are now administered in computer form.

Tests usually must be taken no later than the early part of your senior year. The October date will ensure that your results are available in sufficient time for fellowship and assistantship consideration by selected institutions. Find out when you should take the test(s), what arrangements you must make for meeting testing dates, and what the cost will be. Information about tests, dates of administration and test fees, and forms to register for national testing programs are always available in the Office of Assessment of Student Learning and Development.

### **The GRE General Examination**

Begin early in your college career to prepare for the General Examination. Some of the information is similar to what you may have already encountered on the Scholastic Aptitude Examination, but on a higher level. Test preparation materials in the form of test preparation books, sample tests, computer software, audiocassettes and videocassettes are available in the Office of Assessment of Student Learning and Development. Test preparation sessions are arranged periodically upon request through the Office of Assessment or through other offices or departments on campus. Check the bulletin boards frequently for information regarding such sessions.

### **The GRE Subject Examination in Psychology**

You should begin to prepare for the GRE Psychology Test with your first course in psychology. Look at examination preparation books and sample tests (use the resources of the Office of Assessment) to familiarize yourself with the kinds of questions you will encounter, and with test procedures. Take advantage of any test preparation sessions arranged by the department. When you look at sample tests, note those sections on which you need to improve and spend a part of your summers reviewing and generally working on the types of skills and information covered in the examinations.

Reviews for subject examinations should begin with a study of the introductory text, so you will want to keep yours to study it periodically. This will, of course, be followed by a review of other course textbooks in the major and notes from various classes. At the end of this handbook you will find a bibliography of references in specific areas of psychology. These books will provide more extensive information in areas in which you need special preparation. Information from general psychology, experimental design, social psychology, and history and systems of psychology will undergird a large portion of the examination. Specific topics suggested for review for the subject test are indicated in the Appendix section.

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## **The Miller Analogies Test**

Some universities require submission of the Miller Analogies Test (MAT) results for admission to their graduate programs. You may take a practice MAT to familiarize yourself with the type of content and procedures involved. You should get your practice test results from the Office of Assessment and use the test preparation books available to prepare to take the test in the senior year if it is required by the institution you plan to attend. The test preparation book is especially useful in detailing the kinds of relationships you will find on the MAT. The examination is administered at Georgia State University.

## **Application to Graduate School**

If you are applying to a graduate or professional school for advanced study your application form, your professional statement and your letters of recommendation are extremely important. Observe all test, application, and financial aid deadlines. Costs involved in the application process include application fees (some schools waive this fee for minorities), and costs of transcripts, paper, envelopes, stamps, and document copies.

## **The Application**

Your application is a reflection of you and gives the reader a first impression of you. Therefore, you want to make a good first impression by preparing your application meticulously to ensure that it is accurate, neat, and legible. Typed applications look much better and, if you do not type well, you may wish to find someone who will type your applications for you. It is helpful to make a copy of the application and write the information on the copy before typing on the form you plan to send to the institution. You may also wish to sign your documents in black ink to make them more professional looking. Needless to say, all of the documents you send to the graduate or professional school must be legibly typed (most can be done in word processing format). Be sure to keep a copy of each of your applications, along with a record of the dates on which each application was mailed. Follow up to make sure that your transcripts and recommendations have been sent.

## **The Resume**

Some institutions require a brief biographical sketch or a resume. Follow the specific instructions of individual institutions. If you plan to seek a summer job or a job following graduation, you will need a resume for that purpose. At any rate, you will need a resume to satisfy requirements of Senior Seminar and to submit to the faculty whom you wish to recommend you. The resume should begin with a heading in which you give your name, address, and home phone number. It should be brief and to the point, preferably one page, but certainly no more than two pages. Organize the information so that it is easy to follow and easy to read. List education and training and keep information about honors and awards separate from extracurricular and volunteer activities. Briefly describe work, internship, or research experiences.

Keep sentences short and use action verbs such as directed, developed, trained, initiated, created, designed, organized, studied, summarized, interviewed, and accomplished. You may include special skills or proficiencies. Strive for parallelism and check spelling, punctuation, and grammar. Print your resume on good quality bond paper in a neutral color (usually white, ivory, or cream).

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## **The Professional Statement**





Your professional statement will provide non-objective information which schools consider important criteria in the selection of their students. This statement should be comprehensive, but concise, and should generally include (1) your career goals, (2) evidence of your background and interest in graduate study and a career in psychology, (3) information concerning relevant work experience (employment or volunteer) and (4) evidence of any research work you have done/are doing (a sample of research may be included on occasion). Be specific in citing and describing your experiences.

Your professional statement can mean the difference between acceptance to and rejection from the school of your choice, especially if you have average grades and test scores. The statement provides the opportunity for you to demonstrate your desire to enter a particular field of study and to attend a particular institution. Tailor your professional statement to fit the program you wish to enter. Prepare a draft of the statement and have it reviewed by one of your major professors or someone from a graduate school (faculty or advanced graduate student). Proofread it once you have it in final form.

On occasion you may be asked to write an autobiography or an essay. Use the same care in writing this option as you would when preparing your professional statement.

## **Letters of Recommendation**

Letters of recommendation should be secured from those teachers who know you best and can, therefore, speak to specific qualities/strengths you may have. They should be able to evaluate your ability to do graduate work. Be sure to request their permission before submitting their names. To facilitate the recommendation process, please adhere to the following:

-  Write a brief business letter to the person you wish to recommend you requesting that s(he) recommend you for the selected school(s).
-  Attach pertinent forms and materials for each recommendation and note when each is due. Type your name and areas of study on the forms as indicated and sign the form to indicate whether or not you wish to waive your right to see the recommendation. Give ample time for the recommendations to be completed.
-  Include your resume and professional statement so the recommender will have information about your experiences and activities, and your future plans and career goals. Be sure to indicate the specific area you plan to study. You may also include a copy of your transcript or, at the least, information about your grades.
-  Provide a stamped, addressed envelope (legibly typed) for each recommendation letter or form you give to a faculty member.

Once the recommendations have been completed, thank your recommenders and let them know when you have been accepted into a program.

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## FINANCIAL AID

Familiarize yourself with the fellowships available for graduate study. Many professional organizations and foundations provide fellowships for graduate and professional study. Also most schools offer fellowship funds, grants, or assistantships (in research and/or teaching). Good academic performance in your undergraduate courses will increase your chances of receiving financial assistance. In some schools and organizations, special funds have been earmarked for minority students. Become aware of these programs. Be sure to check deadlines for fellowship applications and apply as early as possible. Some institutions request applications in the first semester of the senior year.

The American Psychological Association has a minority fellowship program. Several of our graduates have been recipients. For additional information and application forms write to: APA Minority Fellowship Program, APA, 750 First Street, NE, Washington, DC 20036. Pre-applications must be received by December 15. The McKnight Foundation administers the McKnight Black Doctoral Fellowship Program to students accepted for enrollment at selected Florida universities. The Florida Endowment Fund administers the program for Higher Education. We have had participants in this program. For details and application forms write to: McKnight Doctoral Fellowship Program, FEF, 201 East Kennedy Boulevard, Suite 1525, Tampa, FL 33602. The application deadline is January 15. The application for the CIC Minorities Fellowships Program in the Social Sciences is due in January. (The fellowships may be used only at CIC participating universities.) For details and application forms write to: CIC Minorities Fellowships Program, 111 Kirkwood Hall, Indiana University, Bloomington, IN 47405. All of these programs offer full tuition plus a stipend.

For students interested specifically in research-based doctoral programs, other fellowship options are available. You may apply for the Ford Foundation Predoctoral Fellowship for Minorities by writing The Fellowship Office, FF,TJ-2041, National Research Council, 2101 Constitution Avenue, Washington, DC 20418.

Several fellowship and/or training programs are available for students who wish to prepare for careers in teaching. A selection of universities offering such programs includes: Washington University, St. Louis (Chancellor's Graduate Fellowship for African Americans); Teachers College, Columbia University (Minority Fellows in Teaching); Graduate School and University Center of the City University of New York (Magnet Program Fellowship); and the University of Michigan School of Education, Ann Arbor (minority fellowships available).

The Mellon Fellowships Collaborative sponsors The Mellon Fellowships for Minority Teachers who wish to complete a Master's degree program with student teaching and certification. The program, housed at Teachers College, Columbia University, is a collaborative of four leading research universities. The other institutions involved are: Cornell University, Harvard University, and Stanford University. Other universities may also provide opportunities for students to earn teaching credentials while completing the master's degree. If you are interested in the various education options, check specific requirements of the institutions where these programs exist and ascertain whether fellowships or assistantships are offered. The Rockefeller Brothers Fund also offers scholarship assistance to students who plan to pursue careers in teaching. In addition, the Teach for America program selects college graduates to be trained for teaching in selected environments.

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## CAREERS IN PSYCHOLOGY

In order to have a successful career in psychology you should possess (in addition to good intellectual skills and academic training) the following characteristics: professional commitment, a sense of responsibility, good interpersonal skills, emotional stability, good communication skills, a high level of motivation and energy, independence and initiative, curiosity and research ability/potential.

Psychologists may find employment in a variety of specialties and in a diversity of work settings. Some of the special fields and descriptions of psychologists' work follow:

***Clinical psychologists*** assess and treat mental, emotional, and behavioral disorders. These disorders range from short-term crises, such as difficulties resulting from adolescent rebellion, to more severe, chronic conditions, such as schizophrenia. Some clinical psychologists treat specific problems exclusively, such as phobias or clinical depression. Others focus on specific populations: youngsters, ethnic minority groups, gays and lesbians, and the elderly, for instance.

***Cognitive psychologists*** are interested in thought processes, especially relations among learning, memory, and perception. As researchers, they focus primarily on mental processes that influence the acquisition and use of knowledge as well as the ability to reason, the process by which people generate logical and coherent ideas, evaluate situations, and reach conclusions.

***Community psychologists*** strengthen existing social support networks and stimulate the formation of new networks to effect social change. A goal of community psychologists is to help individuals and their neighborhoods or communities to grow, develop, and plan for the future. They often work in mental health agencies, state governments, and private organizations.

***Counseling psychologists*** help people accommodate to change or make changes in their lifestyle. For example, they provide vocational and career assessment and guidance or help someone come to terms with the death of a loved one. They help students adjust to college and help people to stop smoking or overeating. They also consult with physicians on physical problems that have underlying psychological causes.

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

***Educational psychologists*** concentrate on the conditions under which effective teaching and learning take place. They consider a variety of factors, such as human abilities, student motivation, and the effect on the classroom of the diversity of race, ethnicity, and culture.

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

**Environmental psychologists** examine the relation between psychology and the physical environment. These environments could be homes, offices, urban or rural areas, etc. While some environmental psychologists do basic research examining people's attitudes toward different environments or a person's sense of personal space, others do applied research, such as evaluating a new office design or assessing the impact of building a new power plant in a particular environment.

**Experimental/general psychologists** use the experimental approach to understand basic elements of behavior and mental processes. They focus on basic research, and their interests often overlap with fields outside psychology (e.g., biology, computer science, mathematics, sociology). Areas of study include motivation, thinking, attention, learning and memory, sensory and perceptual processes, physiology, genetics, and neurology.

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

**Health psychologists** are interested in how biological, psychological, and social factors affect health and illness. They identify the kinds of medical treatment people seek and get, how patients handle illness, why some people don't follow medical advice, and the most effective ways to control pain or to change poor health habits. They also develop health care strategies that foster emotional and physical well-being. Health psychologists team up with medical personnel in private practice and in hospitals to provide patients with complete health care. They educate medical staff about psychological problems that arise from the pain and stress of illness and about symptoms that may seem to be physical in origin but actually have psychological causes. Health psychologists also investigate issues that affect a large segment of society, and they develop and implement programs to deal with these problems. Examples are teenage pregnancy, substance abuse, risky sexual behaviors, smoking, lack of exercise, and poor diet.

**Industrial/organizational (I/O) psychologists** apply psychological principles and research methods to the workplace in the interest of improving productivity and the quality of work life. Many I/O psychologists serve as human resources specialists, who help organizations with staffing, training, and employee development and management in such areas as strategic planning, quality management, and coping with organizational change.

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**Neuropsychologists** explore the relations between brain systems and behavior. For example, neuropsychologists may study how the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception, and behavior. Neuropsychologists frequently help design tasks to study normal brain functions with new imaging techniques, such as positron emission tomography (PET); single photon emission computed tomography (SPECT); and functional magnetic resonance imaging (fMRI). Neuropsychologists also assess and treat people. With the dramatic increase in the number of survivors of traumatic brain injury over the past 30 years, neuropsychologists are working with health teams to help brain-injured people resume productive lives.

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

**Rehabilitation psychologists** work with stroke and accident victims, people with mental retardation, and people's developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients adapt to their situation, frequently working with other health care professionals. They deal with issues of personal adjustment, interpersonal relations, the work world, and pain management. Rehabilitation psychologists have also become more involved in public health programs to prevent disabilities, especially those caused by violence and substance abuse. They also testify in court as expert witnesses about the causes and effects of a disability and a person's rehabilitation needs.

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

**Social psychologists** study how a person's mental life and behavior are shaped by interactions with other people. They are interested in all aspects of interpersonal relationships, including both individual and group influences; they seek ways to improve such interactions. For example, their research helps us understand how people form attitudes toward others, and when these attitudes are harmful—as in the case of prejudice—they suggest ways to change them. Social psychologists are found in a variety of settings from academic institutions (where they teach and conduct research) to advertising agencies (where they study consumer attitudes and preferences) to businesses and government agencies (where they help with a variety of problems in organization and management).

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

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The majority of psychologists are employed by educational institutions (from elementary level to university level). Many of these are employed in other settings as well. Hospitals, clinics, community mental health centers and counseling centers employ a large number of psychologists. A growing number of psychologists also find employment in business and industry, in government agencies, and in research and consulting firms. Many are in private practice. So opportunities abound for the professional with a degree in psychology to work in many different types of settings. Examples of the variety of job opportunities listed in recent publications include: research psychologist in public health (Center for Disease Control and Prevention - Department of Health and Human Services); test development specialist with the Educational Testing Service; psychologist to do research in the area of developmental disabilities; neuropsychologist to work in the rehabilitation area; career program specialist (Georgia Career and Information System); director of psychological services in hospital, police department, or prison; consumer research analyst (to examine the psychological benefits of fragrance); psychologist to do personnel research; employee assistance program director; and creative arts therapist (music, dance, art, drama).

Sources of psychologist description: *Psychology Careers for the Twenty-first Century*, 1996, Washington, DC: American Psychological Association, and Lefton, L. A. (1997). *Psychology* (6th ed.), Boston: Allyn & Bacon.

Career Choices with a Bachelor's Degree in Psychology

Related to Psychology	Related to Business	Other Areas
Academic advisor	Administrative assistant	Activity director
Alcohol/drug abuse counselor	Advertising agent	Assistant youth coordinator
Behavior analyst	Advertising trainee	Camp staff director
Career counselor	Affirmative action representative	College admissions officer
Career planning and placement counselor	Airline reservations clerk	Community organizer
Case management aide	Bank management	Community recreation worker
Case worker	Claims specialist	Community relations officer
Child care worker	Customer relations specialist	Congressional aide
Child protection worker	Customer service representative	Crime prevention coordinator
Community outreach worker	Employee counselor	Director of alumni relations
Community support worker	Employee relations assistant	Director of fund raising
Corrections officer	Energy researcher	Driving instructor
Counselor aide	Events coordinator	Educational coordinator
Day care center supervisor	Financial researcher	Fast food restaurant manager
Director of volunteer services	Hotel management	Foster home parent
Eligibility worker	Human relations director	Film researcher/copywriter
Employment counselor	Human resources recruiter	Historical research assistant
Family services worker	Insurance agent	Hospital patient service rep.
Gerontology aide	Insurance claims/underwriter	Juvenile probation officer
Group home coordinator	Intelligence officer	Laboratory assistant
Housing/student life coordinator	Job analyst	Law enforcement officer
Life skill counselor	Loan officer	Neighborhood outreach worker
Mental health technician	Lobbying organizer	Newspaper reporter
Mental retardation unit manager	Management trainee	Nursing home administrator
Parole officer	Marketing representative	Park and recreation director
Political campaign worker	Marketing researcher	Private tutor
Probation officer	Media buyer	Research assistant
Program manager	Occupational analyst	Security officer
Public affairs coordinator	Office manager	Statistical assistant
Public relations specialist	Personnel worker/administrator	Statistical reports compiler
Publications researcher	Property manager	Store manager
Radio/TV research assistant	Public information officer	Task force coordinator
Rehabilitation advisor	Sales representative	Teacher
Residential counselor	Small business owner	Technical writer
Residential youth counselor	Staff training and development	Vocational rehabilitation counselor
Secondary school teacher	Store manager	Volunteer coordinator
Social services assistant	Technical writer	Work activity program director
Social services director	Warehouse manager	Youth minister
Social work assistant		
Urban planning research assistant		
Veteran's advisor		

*References: Appleby, 1999; Aubrecht, 2001; Landrum, 2001; Lloyd, 1997; Occupational Outlook Handbook, 1998; Shepard, 1996.*

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## Employment Outlook

The outlook is good for psychologists in all fields. Psychologists are employed in a variety of settings – universities, health and mental health facilities, hospitals, consulting and market research firms, and governmental and social service agencies. Although many positions are open only to doctoral-level psychologists, there are places for master’s-level psychologists as well. The following chart notes overall median salaries for doctoral-level psychologists in full-time positions. The source of the information is: Singleton, D., Tate, A., and Randall, G. *Salaries in Psychology 2001, Report of the 2001 APA Salary Survey*. January 2003. Washington, D.C.: APA.

Faculty (9-10 months) (N=1,939)	\$55,000
Educational Administration (N=184)	\$90,000
Full-time Research (N=242)	\$65,000
Research Administration (N=115)	\$85,000
Direct Human Services	
Clinical – Licensed (N=1104)	\$72,000
Counseling – Licensed (N=343)	\$66,500
School – Licensed (N=123)	\$77,000
HS Administration (N=577)	\$67,000
Other Subfields (N=205)	\$71,000
Applied Areas	
I/O Psychology (N=178)	\$96,000
Other Applied (N=123)	\$79,000
Administration (N=101)	\$100,000
Other Administrative Positions (N=181)	\$85,500

Licensing is required for providing services in clinical, counseling, and school psychology and some licensed psychologists work in other fields such as health psychology, educational psychology, developmental psychology neuroscience, behavioral medicine, community psychology, personality, social psychology, experimental psychology and business/management. Examples of other applied areas are organizational consultation, marketing research, and systems/ equipment design.

There were few master’s-level respondents to the 2001 survey. The highest number was 205 who provided clinical services. The following chart lists overall median salaries of full-time master’s-level psychologists.

Faculty (9-10 months) (N=64)	\$42,000
Educational Administration (N=21)	\$66,000
Full-time Research (N=26)	\$47,000
Research Administration (N=9)	\$70,000





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Direct Human Services	
Clinical (N=205)	\$46,000
Counseling (N=107)	\$42,000
School (N=88)	\$61,000
Other Subfields (N=87)	\$48,500
HS Administration (N=101)	\$55,000
Applied Areas	
I/O Psychology (N=70)	\$63,000
Other Applied (N=29)	\$63,000
Administration (N=19)	\$67,000
Other Administrative Positions (N=59)	\$62,000

Salaries for positions other than faculty positions are typically based on 11-12 month employment. Specialty, years of experience and the extent of advanced training determine salaries for all types of employment.

### **Employment in the Corporate Environment**

Psychologists in a variety of subspecialties may be employed in corporate settings. Industrial/organizational psychologists frequently serve as consultants in this type of environment, but more and more corporations are utilizing services of clinical psychologists, counseling psychologists, test development specialists and others. In the corporate setting, and in other settings as well, it is important to have excellent oral and written communication skills; effective listening skills; good problem-solving, decision-making and judgment skills; excellent work habits and a good attitude toward work; excellent interpersonal skills; and an appropriate level of maturity. The following suggestions, applicable in most work settings, should help you develop in areas in which you feel you need to improve.

-  Set up for yourself standards of excellence in performance (over and above minimum requirements).
-  Continue to develop your oral and written communication skills through as many ways as possible (e.g., summarize chapters, prepare outlines, give oral reports in class, and engage in public speaking).
-  Learn to manage your time effectively (e.g., get to class on time, allot time you must spend on studying for and taking examinations and preparing for end of term assignments, meet deadlines for assignments).
-  Develop leadership, interpersonal, and organizational skills through participation in class groups, departmental clubs, and other group situations. Also develop skills in how to conduct meetings.

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-  Set short- and long-range goals for class, for your college experiences, for your career, for your life.
  -  Attend and participate in a variety of workshops and seminars on topics such as assertiveness training, value clarification, time management, resume writing, and survival skills.
  -  Begin to develop an image of professionalism in academic situations, job performance (where applicable), dress, and communication.

The future in many corporations depends on thinking globally. Correspondingly, you will be much more marketable if you develop facility in understanding and speaking another language. Spelman offers courses in French, Japanese and Spanish and Morehouse also offers German, Russian and Swahili.

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Hergenhahn, B. R., & Olson, M. H. (2003). *An introduction to theories of personality* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Hopson, D. P., & Hopson, D. S. (1990). *Different and wonderful: Raising Black children in a race-conscious society*. New York: Prentice Hall.

Schultz, D. (1998). *Theories of personality* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

## **Psychology of Women/Sexes**

Brannon, L. (2002). *Gender: Psychological perspectives* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Crawford, M., & Unger, R. (2000). *Women and gender: A feminist psychology*. New York: McGraw-Hill.

Denmark, F. L., Rabinowitz, V. C., & Sechzer, J. A. (2000). *Engendering psychology: Bringing women into focus*. Boston: Allyn & Bacon.

Doyle, J. A. (1983). *The male experience*. Dubuque, IA: W. C. Brown.

Doyle, J. A. (1985). *Sex and gender: The human experience*. Dubuque, IA: W. C. Brown.

Hunter, A. E., & Forden, C. (2002). *Readings in the psychology of gender: Exploring our differences and commonalities*. Boston: Allyn & Bacon.

Hyde, J. S. (1996). *Half the human experience: The psychology of women* (5<sup>th</sup> ed.). Lexington, MA: D. C. Heath.

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- Lippa, R. A. (2002). *Gender, nature, and nurture*. Mahway, NJ: Lawrence Erlbaum.
- Lips, H. M. (2003). *A new psychology of women: Gender, culture, and ethnicity* (2<sup>nd</sup> ed.). Boston: McGraw-Hill.
- Lips, H. M. (1997). *Sex and gender: An introduction* (3<sup>rd</sup> ed.). Mountain View, CA: Mayfield.
- Lips, H. M. (1991). *Women, men, and power*. Mountain View, CA: Mayfield.
- Maccoby, E. E., & Jacklin, C. N. (1974). *The psychology of sex differences*. Stanford, CA: Stanford University Press.
- Swann, W. B., Jr., Langlois, J. H., & Gilbert, L. A. (Eds.). (1999). *Sexism and stereotypes in modern society: The gender science of Janet Taylor Spence*. Washington, DC: APA.
- Tavris, C. (1992). *The mismeasure of woman*. New York: Simon & Schuster.
- Unger, R. U. (Ed.). (2001). *Handbook of the psychology of women and gender*. New York: Wiley.

## **Social Psychology/Group Dynamics**

- Aronson, E. (Ed.). (1992). *The social animal* (6<sup>th</sup> ed.). New York: W. H. Freeman.
- Baron, R. A., & Byrne, D. (2003). *Social psychology* (10<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Forsyth, D. R. (1990). *Group dynamics* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Myers, D. G. (2002). *Social psychology* (7<sup>th</sup> ed.). New York: McGraw-Hill.
- Shiraev, E., & Levy, D. (2001). *Introduction to cross-cultural psychology: Critical thinking and contemporary applications*. Boston: Allyn & Bacon.

## **Ethics**

- American Counseling Association. (1995). *Code of ethics and standards of practice*. Alexandria, VA: ACA.
- American Psychological Association (1995). *Ethical principles of psychologists and code of conduct*. Washington, DC: APA
- Sales, B. D., & Folkman, S. (2000). *Ethics in research with human participants*. Washington, DC: APA.

(See ethical standards/codes of other professional associations, e.g., American Psychiatric Association, American Psychoanalytic Association, American Association for Marriage and Family Therapy, National Association of Social Workers, and National Organization for Human Service Education.)

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## **Career Planning**

American Psychological Association. *Careers in psychology* (updated Periodically). Washington, DC: APA.

Morgan, B. L. (2002). *Majoring in psychology?: Career options for psychology undergraduates* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

## **Graduate Study**

American Psychological Association. (1993). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology*. Washington, DC: APA.

American Psychological Association (2002). *Graduate study in psychology*. Washington, DC: APA.

Buskirt, W., & Sherburne, R. (1996). *Preparing for graduate study in psychology: 101 questions and answers*. Boston: Allyn & Bacon.

Fretz, B., & Stang, D. J. (1980). *Preparing for graduate study in psychology: Not for seniors only*. Washington, DC: APA

Hollis, J. W., & Wentz, R. A. (1993). *Counselor preparation: 1993-1995 Volume I: Programs and personnel* (8<sup>th</sup> ed.). Bristol, PA: Accelerated Development.

Sayette, M. Q., Mayne, T. J., & Norcross, J. C. (Eds.). (1992-93). *Insider's guide to graduate programs in clinical psychology*. New York: Guilford Publications.

Society for Industrial and Organizational Psychology. (1992). *Graduate training programs in industrial/organizational psychology and related fields*. Arlington Heights, IL: Author.

## **Miscellaneous/Other Titles of Interest**

Berne, Eric. (1964). *Games people play*. New York: Grove Press.

Beers, C. W. (1948). *A mind that found itself: An autobiography* (rev. ed.). Garden City, NY: Doubleday.

Eysenck, H. J. (1965). *Fact and fiction in psychology*. Baltimore: Penguin.

Skinner, B. F. (1971). *Beyond freedom and dignity*. New York: A. A. Knopf.

Strenio, A. J. (1981). *The testing trap*. New York: Rawson Wade.

Thigpen, C. H., & Cleckley, H. M. (1957). *The three faces of Eve*. New York: McGraw-Hill.

Toffler, A. (1971). *Future shock*. New York: Bantam Books.

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## PSYCHOLOGY DEPARTMENT FULL-TIME FACULTY 2003-2004

**S**andra Sims Patterson, Ph.D.

**Associate Professor of Psychology and  
Chair, Psychology Department**

M.A., Ph.D., University of Michigan

B.A., Spelman College

Areas of Interest include Child psychology,  
personality, and social psychology. Research  
interests include prosocial behavior and  
adolescent violence.

Office Location Giles Hall, Room 323

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**M**yra N. Burnett, Ph.D.

**Associate Professor of Psychology  
and Interim Director, Office of Institutional Research,  
Assessment and Planning (OIRAP)**

Ph.D. Duke University

M.A., Stanford University

B.A., Harvard University

Areas of interest include clinical psychology, abnormal  
psychology, social psychology, history and systems,  
psychometrics, and advanced statistics. Research  
interests include HIV risk  
reduction and self and ethnic group esteem.

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## PSYCHOLOGY DEPARTMENT FULL-TIME FACULTY 2003-2004

**D**olores V. Bradley, Ph.D.

**Assistant Professor of Psychology**

Ph.D., Brown University

Sc.M., Brown University

B.A., Tennessee State University

Areas of interest include brain and behavior, sensation and perception and learning and memory and quantitative methods.

Research interest cognitive, neuroscience, visual system development, childhood visual disorders and myopia.

Office Location: Giles Hall, Room 317

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**K**aren Brakke, Ph.D.

**Assistant Professor of Psychology**

Ph.D., and M. A.

Georgia State University

B.A., Carleton College

Areas of Interest include animal behavior, developmental psychology, statistics and methodology, and language.

Research interests include cognitive and motor development, language acquisition and comparative cognition.

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Office Phone: 404-270-5633

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## PSYCHOLOGY DEPARTMENT FULL-TIME FACULTY 2003-2004

**L**aConeya Butler, Ph.D.

**Professor of Psychology and  
Coordinator, Assessment of Student Learning  
and Development**

Ph.D., Atlanta University

M.A., Boston University

B. A., Spelman College

Areas of interest include counseling psychology, testing, general psychology, and psychology of women/sexes. Research interests include self-concept, learning styles and academic performance.

Office Location : Giles Hall, Room 306

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**E**velyn W. Chisolm, Ph.D.

**Associate Professor of Psychology, and  
Vice Chair Psychology Department**

Ph.D., Atlanta University

M.S., Howard University

B.A., Spelman College

Areas of interest include personality, child psychology, early childhood education, general and counseling psychology.

Research interests include parent-child relationships and personality development in young children, brain and behavior, and cognitive development of children and adolescents.

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## PSYCHOLOGY DEPARTMENT FULL-TIME FACULTY 2003-2004



**C**arl Hendrickson, Ph.D.

**Professor of Psychology**

Ph.D., Emory University  
M.S., Rutgers University  
B.A., Brown University

Areas of interest include experimental psychology, learning perception, statistics, and use of computers in psychology. Research interests include religiosity and physiological correlates, media and aggression

Office Location: Giles Hall, Room 315

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**C**eleste Walley, Ph.D.

**Assistant Professor of Psychology**

Ph.D. and M. A.,  
University of Southern Mississippi  
B.A., Spelman College

Areas of interest include adult forensic issues, anger management, women's maladaptive anger and aggressive behavior. Research interests include adult anger and aggressive behavior (primarily women), and anger management treatment.

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## PSYCHOLOGY DEPARTMENT FULL-TIME FACULTY 2003-2004

**A**ngela Farris Watkins, Ph.D.

**Assistant Professor of Psychology**

Ph.D., Georgia State University

M.Ed. Georgia State University

B.A. Spelman College

Areas of interest include general psychology, educational psychology, and group dynamics.

Research interests include learning styles, spirituality and personality correlates.

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**P**amela E. Scott-Johnson, Ph.D.

**Associate Professor of Psychology**

Ph.D., Princeton University

M.A., Princeton University

B.A., Spelman College

Areas of interest include general psychology, learning, theory and cognition. Research interests include neuroscience, eating disorders, taste and smell.

Dr. Scott-Johnson is on leave for 2003-2004.

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**G**loria Wade-Gayles, Ph.D.

**Professor, Eminent Scholar Chair**

Ph.D., Emory University

M.A., Boston University

B.A. LeMoyne College

Areas of interest include southern Black women's cultural experiences with family, community and faith as reflected in literature, psychology and sociology and the interfacing of psychology, literature and sociology in a study of the nexus of race, gender and class. Research focus: Collection of life stories of southern Black women elders for an oral history repository that will include annual volumes accessible to the community and to the academy.

Office Location:

Cosby Academic Center Room 435

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Office Phone: 404-270-5565

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**B**everly Daniel Tatum, Ph.D.

**President of Spelman College and Professor of Psychology**

M.A., Ph.D., University of Michigan

M.A., Hartford Seminary

B.A., Wesleyan University

Spelman College, 2002

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## PSYCHOLOGY DEPARTMENT STAFF 2003-2004

### ADMINISTRATIVE ASSISTANT DEPARTMENT OF PSYCHOLOGY

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### ADMINISTRATIVE ASSISTANT Office of Assessment of Student Learning and Development

**M**argie D. Willis

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# APPENDICES

The Appendices are provided to give you additional information to expedite your progress through the Department. Some checklists are included for you to complete, the course sequences are included, as are some general information items. Review topics for the Departmental Comprehensive Exam, the ETS Major Field Test, and the Graduate Record Examination are listed. Guidelines for paracurricular credit, and principles for the use of human subjects provide additional resources for your information.

# PSYCHOLOGY MAJOR

(A major in Psychology consists of 40 semester hours; 28 hours in required courses and 12 hours in departmental electives)

## FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	African Diaspora 112	4
Foreign Language 201	4	Foreign Language 202	4
African Diaspora 111	4	Natural Science Requirement	4
Mathematics Requirement	4	Elective	4
Physical Education	1	Physical Education	1
	<u>17</u>		<u>17</u>

## SOPHOMORE YEAR

Psychology 201(General Psychology Majors)	4	Psychology 202(General Psychology Majors)	4
Sophomore Assembly	0	Psychology 317(Statistics)	4
Fine Arts Requirement	4	Sophomore Assembly	0
Social Science Requirement	4	International Studies or Women's Studies	4
CIS 100	4	Humanities Requirement	4
	<u>16</u>		<u>16</u>

## JUNIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Lab Course	4
Psychology Elective from Area I, II, or III	4	Psychology 318 (Psychometrics Instruments)	4
Elective	4	Elective	4
Elective	4	Elective	4
	<u>16</u>		<u>16</u>

## SENIOR YEAR

Psychology 450 (Senior Seminar)	4	Psychology Elective from Area I, II, or III	4
Psychology Elective from Area I, II, or III	4	Elective	4
Elective	4	Elective	4
Elective	4	Elective	4
	<u>16</u>		<u>16</u>

(Elective hours may be used to satisfy a minor or concentration in an area of interest.)

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Psychology laboratory selection from one of the following (one required):

Psychology 310	Psychology of Learning
Psychology 312	Cognitive Psychology
Psychology 315	Sensation and Perception
Psychology 320	Brain and Behavior

Area I Electives - Courses with Emphasis on Fieldwork

Psychology 204	Educational Psychology
Psychology 209, 304 or 220	Child, Adolescent <u>or</u> Developmental Psychology
Psychology 309	Theories and Techniques of Counseling
Psychology 327 <u>or</u> 407	Abnormal Psychology <u>or</u> Personality

(A fieldwork component is integrated into courses listed in this area. Students desiring a more intensive fieldwork experience are encouraged to enroll in Supervised Fieldwork.)

Area II Electives - Survey Courses in Knowledge Base

Psychology 205 <u>or</u> 206	Psychology of the Sexes <u>or</u> Psychology of Women
Psychology 301	Social Psychology
Psychology 322	History and Systems of Psychology
Psychology 325	Community Psychology
Psychology 330	Psychology of the African American Experience
Psychology 402	Group Dynamics and Interpersonal Relations
Psychology 415	Industrial/Organizational Psychology

Area III Electives (courses providing intensive research, statistics, or fieldwork experience):

PSY 409, 410	Research Seminar
PSY 412	Supervised Fieldwork
PSY 413, 414	Independent Study
PSY 417	Statistics II
PSY 420	Practicum

At least one course must be selected from each of Areas I and II. A third course may be selected from Area III. Electives should be made in consultation with departmental advisors. One Honors Seminar course or one laboratory course beyond the one required may be credited to Area III.

NOTE: All departmental required courses and at least two of the three departmental elective courses must be taken on the Spelman College campus. Students who take an elective course on a campus which grants only three hours credit must take an additional course to ensure a total of 40 hours in the major.

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## PSYCHOLOGY MAJOR WITH DEPARTMENTAL HONORS

### FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	African Diaspora 112	4
Foreign Language 201	4	Foreign Language 202	4
African Diaspora III	4	Natural Science Requirement	4
Mathematics Requirement	4	Elective	4
Physical Education	1	Physical Education	1
	<u>17</u>		<u>17</u>

### SOPHOMORE YEAR

Psychology 201(General Psychology Majors)	4	Psychology 202(General Psychology Majors)	4
Sophomore Assembly	0	Psychology 317(Statistics)	4
Fine Arts Requirement	4	Sophomore Assembly	0
Social Science Requirement	4	International Studies or Women's Studies	4
CIS 100	4	Humanities Requirement	4
	<u>16</u>		<u>16</u>

### JUNIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Lab Course	4
Psychology Elective from Area I, II, or III	4	Psychology 318 (Psychometrics Instruments)	4
Psychology 307(Honors Seminar in Psychology)	4	Psychology 308 (Honors Seminar in Psychology)	4
Elective	4	Elective	4
	<u>16</u>		<u>16</u>

### SENIOR YEAR

Psychology 450 (Senior Seminar)	4	Elective	4
Psychology Elective from Area I, II, or III	4	Elective	4
Psychology 491 (Honors Thesis Research)	4	Psychology 492 (Honors Thesis Research)	4
Elective	4	Elective	4
	<u>16</u>		<u>16</u>

Students who complete a sixteen (16) hour sequence of psychology honors courses, while maintaining a grade point average of 3.2 in psychology and a cumulative average of 3.2 may graduate with departmental honors.

Psychology 203 (General Psychology- Honors) may substitute for Psy 201 when the student has a 3.0 cumulative average.

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# PSYCHOLOGY MAJOR

## WITH CONCENTRATION IN MENTAL HEALTH

### FIRST YEAR

Education 103 (First Year Orientation)	0	Education 103 (First Year Orientation)	0
English 103 (English Composition)	4	ADW 112 (African Diaspora)	4
Foreign Language 201-Intermediate	4	Foreign Language 202-Intermediate	4
ADW 111 (African Diaspora)	4	Natural Science Divisional Requirement	4
Mathematics Requirement	4	Elective	4
Physical Education Requirement	<u>1</u>	Physical Education Requirement	<u>1</u>
	<u>17</u>		<u>17</u>

### SOPHOMORE YEAR

Psychology 201 (General Psychology Majors)	4	Psychology 202 (General Psychology Majors)	4
Education 104 (Sophomore Assembly)	0	Psychology 317 (Statistics)	4
Fine Arts Divisional Requirement	4	Education 104 (Sophomore Assembly)	0
Social Science Divisional Requirement	4	International Studies or Women's Studies	4
CIS 100	<u>4</u>	Humanities Divisional Requirement	<u>4</u>
	<u>16</u>		<u>16</u>

### JUNIOR YEAR

PSY 305 (Experimental Design)	4	PSY 301 (Social Psychology as a lab course)	4
Psychology Elective for Area I (Psy 209)		PSY 318	4
Child Psychology, Psy 220 Developmental Psychology or Psy 304 Adolescent Psychology)	4	PSY 309 (Theories & Techniques of Counseling)	4
Psychology 407 (Personality Theory)	4	PSY 327 Abnormal Psychology	<u>4</u>
Elective	<u>4</u>		<u>16</u>
	<u>16</u>		

### SENIOR YEAR

PSY 450 (Senior Seminar)	4	Mental Health Elective	4
PSY 325 Community Psychology	4	PSY 420 Practicum Experience in Mental Health	4
Psychology Lab Course	4	MPSY 421 Assessment for Clinical Methods (Morehouse College)	4
Elective	<u>4</u>	Elective	<u>4</u>
	<u>16</u>		<u>16</u>

Suggested Electives	PSY 330 Psychology of the African American Experience PSY 204 Educational Psychology PSY 205 Psychology of the Sexes or PSY 206 Psychology of Women
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Psychology laboratory selection from one of the following (one required):

Psychology 209	Child Psychology
Psychology 301	Social Psychology
Psychology 310	Psychology of Learning
Psychology 315	Sensation and Perception

Area I Electives - Courses with a Fieldwork Component

Psychology 204	Educational Psychology
Psychology 209, 304 or 220	Child, Adolescent <u>or</u> Developmental Psychology
Psychology 309	Theories and Techniques of Counseling
Psychology 327 <u>or</u> 407	Abnormal Psychology <u>or</u> Personality

Area II Electives - Survey Courses which add to the Knowledge Base in Psychology

Psychology 205 <u>or</u> 206	Psychology of the Sexes <u>or</u> Psychology of Women
Psychology 301	Social Psychology
Psychology 322	History and Systems of Psychology
Psychology 325	Community Psychology
Psychology 330	Psychology of the African American Experience
Psychology 402	Group Dynamics and Interpersonal Relations
Psychology 415	Industrial/Organizational Psychology

Area III Electives (Courses Providing Intensive Research, Statistics, or Fieldwork Experience):

PSY 409, 410	Research Seminar
PSY 412	Supervised Fieldwork
PSY 413, 414	Independent Study
PSY 417	Statistics II

At least one course must be selected from each of Areas I and II. A third course may be selected from Area III. Selected courses may be used to satisfy only one requirement (i.e., laboratory or Area I distribution). Selections should be made in consultation with departmental advisor (including laboratory courses). One Honors Seminar course or one laboratory course beyond the one required may be credited to Area III.

NOTE: All departmental required courses and at least two of the three departmental elective courses must be taken on the Spelman College campus. Students who take an elective course on a campus which grants only three hours credit must take an additional course to ensure a total of 40 hours in the major.

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# PSYCHOLOGY MAJOR

## PRE- LAW

### FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	African Diaspora 112	4
Foreign Language 201	4	Foreign Language 202	4
African Diaspora 111	4	Natural Science Requirement	4
Mathematics Requirement	4	Elective	4
Physical Education	1	Physical Education	1
	<u>17</u>		<u>17</u>

### SOPHOMORE YEAR

Psychology 201(General Psychology Majors)	4	Psychology 202(General Psychology Majors)	4
Sophomore Assembly	0	Psychology 317(Statistics)	4
Fine Arts Requirement	4	Sophomore Assembly	0
Political Science 201(National Government In the United States)	4	Political Science (State and Local Government)	4
American History	<u>4</u>	American History	<u>4</u>
	<u>16</u>		<u>16</u>

### JUNIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Lab Course	4
Psychology Area II Elective	4	Psychology 318 (Psychometric Instruments)	4
English 305 (Advanced Composition)	4	International/Women's Studies	4
Sociology 201 (Introduction to Sociology)	<u>4</u>	Political Science 315 (American Constitutional Law)	<u>4</u>
	<u>16</u>		<u>16</u>

### SENIOR YEAR

Psychology Area I, II, or III Elective	4	Criminal Justice Elective	4
Psychology Area I Elective: Psychology 407 Personality or Psychology 327 Abnormal Psychology	4	Political Science 484 (Racism & the Law)	4
Psychology 450 (Senior Seminar)	4	Philosophy 201 (Logic)	4
Economics 242 (Microeconomics)	<u>4</u>	Philosophy 304 (Ethics or Political Science Elective)	<u>4</u>
	<u>16</u>		<u>16</u>

**NOTE:** Psychology 203 (General Psychology – Honors) may substitute for Psy 201 when the student has a 3.0 cumulative average.

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# PSYCHOLOGY MAJOR

## PRE – MED

### FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	Fine Arts Requirement	4
ADW III	4	ADW II2	4
Biology III(General Biology-Majors)	4	Biology II2 (General Biology-Majors)	4
Calculus I	4	Calculus II	4
Physical Education	<u>1</u>	Physical Education	<u>1</u>
	16		16

### SOPHOMORE YEAR

Psychology 201 (General Psychology-Majors)	4	Psychology 202 (General Psychology-Majors)	4
Sophomore Assembly	0	Sophomore Assembly	0
Chemistry III (General Chemistry)	3	Chemistry II2 (General Chemistry)	3
Chemistry III L (General Chemistry Lab)	1	Chemistry II2L (General Chemistry Lab)	1
CIS 100	4	Psychology 317 (Statistics)	4
Foreign Language 201	<u>4</u>	Foreign Language 202	<u>4</u>
	16		16

### JUNIOR YEAR

Humanities Requirement	4	English (Writing Course)	4
Chemistry 231 (Organic Chemistry)	4	Chemistry 233 (Organic Chemistry)	4
Chemistry 232 (Organic Chemistry Lab)	1	Chemistry 234 (Organic Chemistry Lab)	1
General Physics I	4	General Physics II	4
Psychology 320 Brain and Behavior	<u>4</u>	Psychology Area I Elective: Psy 209 Child, Psy 304 Adolescent or Psy 220 Developmental	<u>4</u>
	17		17

### SENIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Area II Elective	4
Biology/Neurobiology	4	Psychology 318 Psychometrics Instruments	4
Psychology 450 Senior Seminar	4	Psychology 327 Abnormal Psychology	4
Social Science Requirement	<u>4</u>	International or Women's Studies	<u>4</u>
	16		16

Suggested electives include additional biology or psychology courses, biochemistry or hospital administration. (See the Health Careers Director for additional assistance and advising)

**NOTE:** Psychology 203 (General Psychology- Honors) may substitute for Psychology 201 when the student has 3.0 cumulative average.

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# PSYCHOLOGY MAJOR

## WITH A MINOR IN MANAGEMENT AND ORGANIZATION

### FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	African Diaspora 112	4
Foreign Language 201	4	Foreign Language 202	4
African Diaspora III	4	Natural Science Requirement	4
Mathematics Requirement	4	CIS 100	4
Physical Education	<u>1</u>	Physical Education	<u>1</u>
	17		17

### SOPHOMORE YEAR

Psychology 201(General Psychology Majors)	4	Psychology 202(General Psychology Majors)	4
Sophomore Assembly	0	Psychology 317(Statistics)	4
Fine Arts Requirement	4	Sophomore Assembly	0
Social Science Requirement	4	Management 300 (Principles of Management)	4
Economics 241 (Principles of Economics-Macro)	<u>4</u>	Economics 242 (Principles of Economics-Micro)	<u>4</u>
	16		16

### JUNIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Lab Course	4
Psychology Elective from Area I, II, or III	4	Psychology 318 (Psychometrics Instruments)	4
Management 261 (Principles of Accounting)	4	Management 305 (Principles of Marketing)	4
International/Women's Studies	<u>4</u>	Economics or Management Elective	<u>4</u>
	16		16

### SENIOR YEAR

Psychology 450 (Senior Seminar)	4	Psychology Elective from Area I, II, or III	4
Psychology Elective from Area I, II, or III	4	Elective	4
Management 320 (Principles of Financial Management)	4	Elective	4
Humanities Requirement	<u>4</u>	Elective	<u>4</u>
	16		16

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## PSYCHOLOGY MAJOR WITH A MINOR IN WOMEN'S STUDIES

### FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	African Diaspora 112	4
Foreign Language 201	4	Foreign Language 202	4
African Diaspora III	4	Natural Science Requirement	4
Mathematics Requirement	4	CIS 100	4
Physical Education	1	Physical Education	1
	<u>17</u>		<u>17</u>

### SOPHOMORE YEAR

Psychology 201(General Psychology Majors)	4	Psychology 202(General Psychology Majors)	4
Sophomore Assembly	0	Psychology 317(Statistics)	4
Fine Arts Requirement	4	Sophomore Assembly	0
Social Science Requirement	4	International Studies or Women's Studies	4
Women's Studies 270	4	Humanities Requirement	4
	<u>16</u>		<u>16</u>

### JUNIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Laboratory Course	4
Psychology Elective from Area I, II, or III)	4	Psychology 318 (Psychometric Instruments)	4
Social Science Course in Women's Studies	4	Psychology 206 (Psychology of Women)	4
Humanities Course in Women's Studies	4	Fine Arts Course in Women's Studies	4
	<u>16</u>		<u>16</u>

### SENIOR YEAR

Psychology 450 (Senior Seminar)	4	Psychology Elective from Area I, II, or III	4
Psychology Elective from Area I, II, or III)	4	Elective	4
WS 471 (Women's Studies Seminar)	4	Elective	4
Elective	4	Elective	4
	<u>16</u>		<u>16</u>

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## PSYCHOLOGY MAJOR WITH A MINOR IN CHILD DEVELOPMENT

### FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	African Diaspora II2	4
Foreign Language 201	4	Foreign Language 202	4
African Diaspora III	4	Natural Science Requirement	4
Mathematics Requirement	4	CIS 100	4
Physical Education	1	Physical Education	1
	<u>17</u>		<u>17</u>

### SOPHOMORE YEAR

Psychology 201(General Psychology Majors)	4	Psychology 202(General Psychology Majors)	4
Sophomore Assembly	0	Psychology 317(Statistics)	4
Fine Arts Requirement	4	Sophomore Assembly	0
ED 206 Orientation in Education	4	ED 220 Child Development Theories	4
ED 204 Educational Psychology	4	Humanities Requirement	4
	<u>16</u>		<u>16</u>

### JUNIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Lab Course	4
Psychology Elective from Area I, II, or III	4	Psychology 318 (Psychometric Instruments)	4
ED 339 (Behavior Patterns)	4	ED 407 (Advocacy in urban Schools)	4
ED 308 Multicultural Education	4	International or Women's Studies	4

### SENIOR YEAR

Psychology 450 (Senior Seminar)	4	Psychology Elective from Area I, II, or III	4
Psychology Elective from Area I, II, or III	4	Elective	4
ED 435 Research from Area I, II, or III	4	Elective	4
Social Sciences Requirement	4	Elective	4
	<u>16</u>		<u>16</u>

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# PSYCHOLOGY MAJOR

## PREPARATION FOR Ph.D./GRADUATE SCHOOL

### FIRST YEAR

First Year Orientation	0	First Year Orientation	0
English 103	4	African Diaspora II2	4
Foreign Language 201	4	Foreign Language 202	4
African Diaspora III	4	Natural Science Requirement	4
Mathematics Requirement	4	Elective	4
Physical Education	<u>1</u>	Physical Education	<u>1</u>
	17		17

### SOPHOMORE YEAR

Psychology 201(General Psychology Majors)	4	Psychology 202(General Psychology Majors)	4
Sophomore Assembly	0	Psychology 317(Statistics)	4
Fine Arts Requirement	4	Sophomore Assembly	0
Social Science Requirement	4	International Studies or Women's Studies	4
CIS 100	<u>4</u>	Humanities Requirement	<u>4</u>
	16		16

### JUNIOR YEAR

Psychology 305 (Experimental Design)	4	Psychology Lab Course	4
Psychology Elective from Area I, II, or III	4	Psychology 318 (Psychometrics Instruments)	4
Elective or (Honors Seminar, if eligible)	4	Elective or (Honors Seminar, if eligible)	4
Elective	<u>4</u>	Elective	<u>4</u>
	16		16

### SENIOR YEAR

Psychology 450 (Senior Seminar)	4	Psychology Elective from Area I, II, or III	4
Psychology 322 (History & Systems)	4	Psychology 318 (Psychometric Instruments)	4
Research Seminar (Honors Seminar, if eligible)	4	Research Seminar (Honors Seminar, if eligible)	4
Elective	<u>4</u>	Elective	<u>4</u>
	16		16

**DEPARTMENT OF PSYCHOLOGY  
MAJORS CHECK SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Total Hrs. Needed \_\_\_\_\_ Total Hrs. Earned \_\_\_\_\_ Major Hrs. Earned \_\_\_\_\_

Major Hrs. Needed \_\_\_\_\_ Required \_\_\_\_\_ Core Hrs. Needed \_\_\_\_\_

**GENERAL REQUIREMENTS**

<u>Course</u>	<u>Completed</u>	<u>Course</u>	<u>Completed</u>
English 103	_____	Foreign Language 101	_____
Mathematics 107 or _____	_____	Foreign Language 102	_____
First Year Orientation (0)	_____	Foreign Language 201	_____
Sophomore Assembly (0)	_____	Foreign Language 202	_____
Physical Education (1) or (2)	_____	African Diaspora 111	_____
Physical Education (1) or (2)	_____	African Diaspora 112	_____
		International Studies or Women's Studies	_____
		Computer Science (CIS 100)	_____

**DIVISIONAL REQUIREMENTS**

	<u>Course</u>	<u>Completed</u>		<u>Course</u>	<u>Completed</u>
Humanities	_____	_____	Natural Sciences	_____	_____
Fine Arts	_____	_____	Social Sciences	_____	_____

**MAJOR REQUIREMENTS**

<u>REQUIRED</u>	<u>COURSES</u>	<u>COMPLETED</u>
Psychology 201	General Psychology - Majors	_____
Psychology 202	General Psychology - Majors	_____
Psychology 305	Experimental Design	_____
Psychology 317	Statistics	_____
Psychology 318	Psychometrics	_____
Psychology 450	Senior Seminar	_____
 <u>HONORS COURSES</u>		 <u>COMPLETED</u>
Psychology 203	General Psychology - Honors	_____
Psychology 307	Honors Seminar I	_____
Psychology 308	Honors Seminar II	_____
Psychology 491	Honors Thesis Research I	_____
Psychology 492	Honors Thesis Research II	_____

<u>LABORATORY COURSES</u>		<u>COMPLETED</u>
Psychology 310	Psychology of Learning	_____
Psychology 312	Cognitive Psychology	_____
Psychology 315	Sensation and Perception	_____
Psychology 320	Brain and Behavior	_____
<u>AREA I ELECTIVES</u>	<u>(FIELDWORK COMPONENT)</u>	<u>COMPLETED</u>
Psychology 204	Educational Psychology	_____
Psychology 209, 304 or 220	Child, Adolescent, or Developmental Psychology	_____
Psychology 309	Counseling	_____
Psychology 327 or 407	Abnormal Psychology or 407 Personality Theory	_____
<u>AREA II ELECTIVES</u>	<u>(SURVEY COURSES IN KNOWLEDGE BASE)</u>	<u>COMPLETED</u>
Psychology 205 or 206	Psychology of the Sexes or Psychology of Women	_____
Psychology 301	Social Psychology	_____
Psychology 322	History and Systems	_____
Psychology 325	Community Psychology	_____
Psychology 330	Psychology of the African American Experience	_____
Psychology 402	Group Dynamics and Interpersonal Relations	_____
Psychology 415	Industrial/Organizational Psychology	_____
<u>AREA III ELECTIVES</u>	<u>(RESEARCH, FIELDWORK, STATISTICS)</u>	<u>COMPLETED</u>
Psychology 409	Research Seminar I	_____
Psychology 410	Research Seminar II	_____
Psychology 412	Supervised Fieldwork	_____
Psychology 413	Independent Study I	_____
Psychology 414	Independent Study II	_____
Psychology 417	Statistics II	_____
Psychology 420	Practicum	_____
		_____
		Totals

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NOTE: Courses listed provide four (4) semester hours unless otherwise indicated.

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Spelman College  
350 Spelman Lane, SW  
Atlanta, Georgia 30314-4399

Department of Psychology

**ACTION CONTRARY TO ADVISOR'S RECOMMENDATION**

Printed Name of Student: \_\_\_\_\_

Student Number: \_\_\_\_\_

Printed Name of Advisor: \_\_\_\_\_

The Student named above has been advised \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

However, the student elects to take action contrary to this advice. The student has been informed that potential consequences of this action include, but are not limited to the following:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Date

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## GUIDELINES FOR PARA-CURRICULAR CREDIT DEPARTMENT OF PSYCHOLOGY

Para-curricular credit may be received for volunteer experiences, which are consistent with the student's academic program. The experience from which the student desires to receive credit should be designed by the student and her prospective supervisor beforehand, according to the following:

**Type of Placement:**

The agency should put the student in direct contact with psychological and mental health services to the general population, or social services to targeted populations. For example, a daycare or children's camp experience would not be acceptable unless participants are mentally or physically disabled, or are juvenile court referrals.

**Supervised Research:**

Supervised research experience is also acceptable, as is participation in intensive pre-graduate study program.

**Length of Time Spent/Credit:**

A maximum of 4 hours credit can be received for a minimum of 8 hours a week for 6 weeks (4 hours/week for 6 weeks for 2 hours credit, or a total of 24 hours spent; 2 hours/week for 6 weeks for 1 hour credit, or a total of 12 hours spent). The number of credit hours given for intensive pre-graduate study programs will be commensurate with the hours of credit normally approved at the host institution for a determined amount of class instruction (not to exceed 4 hours credit).

**Supervisor:**

The student should provide the departmental chair with the name and address of the agency, and the prospective supervisor beforehand.

**Academic Requirements:**

The student will do basic readings (textbooks, journal articles, etc.) concerning:

Background information about problems/issues addressed the agency

Service delivery modes (therapy, counseling, group training, crisis intervention, etc.) used by the agency

Information about the population served (women, adolescents, minorities, families, etc.)

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The student will submit a comprehensive, typewritten paper at the end of the academic term in which the para-curricular experience was completed. The paper should be written in APA style and should include a bibliography. The following format should be used for the paper:

1. Introduction/Background Information:  
Include a description of the agency in which you are working. The description should include the history of the agency, objectives, organizational structure, funding source, number of staff (racial and sex composition) and type of agency (public or private).
2. Your role in the agency:  
Discuss tasks performed, meetings attended, and amount of contact with the service population.
3. Program Analysis:  
Each intern should complete an analysis of the agency's general program and or specific activities observed.
  - a. Primary services: What kinds of services are provided? What is the psychological relevance of such services, i.e., how do the services enhance the psychological well-being of clients? What service delivery modes are used, e.g., counseling, referral, therapy, tutoring, training?
  - b. Service population: Describe the primary target population (race, sex, age, SES, geographic location, etc.). What special characteristics or circumstances put this group at risk and in need of services?
  - c. At what level of organization are services directed (individual, group, families, couples, organization, institutional, societal)?
  - d. Societal and cultural influences: What societal factors contribute to circumstances which put the target population at risk and in need of services? What cultural factors reinforce these circumstances? (How) do services at your agency counteract societal and cultural factors that place people at risk? (Societal factors include problems inherent in operation of school systems, economic systems, criminal justice systems, medical and nutritional care, racism, sexism, etc. Cultural factors include values and beliefs, family relations, community or neighborhood relations, etc.)
4. Readings and Applications:  
What course work did you review? What new readings did you do that were relevant to your placement? Discuss. To what degree were you able to apply psychological and/or counseling principles (e.g., learning theory, mental health practices, counseling techniques)?

- 
5. Personal Evaluation of Experience:  
Answer the following questions:
1. How has Spelman (with a liberal arts education) prepared you to participate, with confidence, in the field setting?
  2. How has the experience contributed toward the realization of the goals of a liberal arts education? (See the *Spelman College Bulletin* for purpose and goals.)
  3. What changes have occurred in your personal perspective and self-awareness as a result of the experience?
  4. How have your career objectives been altered or enhanced by the experience?
  5. To what extent do you feel others (specify) benefited from your work, services, and/or relationships during the experience?

Students involved in research should follow the guidelines for writing a research paper.

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## REQUEST FORM for PARACURRICULAR CREDIT

Name: \_\_\_\_\_  
(First Name) (Middle Initial) (Last Name)

Semester \_\_\_\_\_

Project Date \_\_\_\_\_ CLASSIFICATION: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Title of Project \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Title \_\_\_\_\_

Supervisor Phone: \_\_\_\_\_

Credit Hour: \_\_\_\_\_ Grade: \_\_\_\_\_

Faculty Advisor (Name) \_\_\_\_\_ Faculty Advisor (Signature and Date) \_\_\_\_\_

Dean of Undergraduate Studies \_\_\_\_\_ Date \_\_\_\_\_

Registrar \_\_\_\_\_ Date \_\_\_\_\_

\*NOTE: The maximum number of credit hours a student can receive for paracurricular work is four (4), although any one project may be awarded between one (1) and four (4) credits. The credit hours earned for paracurricular work will be noted on the transcript as College credit towards the total credit hours required for graduation.

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## SPELMAN COLLEGE STATEMENT OF PRINCIPLES GOVERNING INSTITUTIONAL USE OF HUMAN SUBJECTS IN RESEARCH

This statement of principles shall apply to all research utilizing human subjects undertaken by faculty or students of the College or involving members of the College community in which an investigator, whether professional, faculty or student, either obtains data through interaction with the participating subjects or obtains identifiable private information about individual subjects. All such research shall be undertaken pursuant to the following guidelines:

1. All investigators shall obtain written approval from the College prior to initiating their research activity.
2. Where research is or may be funded by a source other than the College, the terms of the grant or the College must submit other funding source to the College with the investigator's initial request for approval.
3. All requests to use members of the College community as research subjects shall be submitted to the College's Institutional Review Board ("IRB") at least sixty (60) days prior to the proposed research activity. This summary shall specify methodology to be used in recruiting subjects and obtaining data. All research instruments, including questions to be asked of participating subjects, shall also be included. Open-ended questions are specifically discouraged.
4. The IRB shall review and approve the research proposal prior to the initiation of research activity. The IRB shall also be responsible for continuing review of the research activity once it is initiated to ensure that it is carried out in the approved manner.
5. Participation by subjects shall be voluntary. The subjects shall be informed that they have the right to refuse to participate, or to withdraw from participation, in the research activity without being penalized in any way. For this reason, academic credit shall not be given for student participation nor withheld for failure to participate or for withdrawal from participation.
6. An informed consent shall be signed by each participating subject, or the subject's legal representative if the subject is a minor, prior to the inclusion of the subject in the research activity. The consent must state clearly the research activity. The consent must state clearly the purpose of the research, the expected duration of the subjects' participation, any risks involved in the activity, the benefits to be expected from the research, The name and telephone number of the person to be contacted for questions, the confidentiality of the data collected and the subject's identity, and that participation is strictly voluntary, with no penalty or loss of any benefit to which the subject would otherwise be entitled if the subject does not participate or withdraws from participation.
7. The anonymity of all subjects shall be ensured. Data that could identify a subject or reveal identifiable private information about a subject shall be confidential and shall be handled in such a manner as to ensure that confidentiality.
















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8. The College reserves the right to determine whether it may be identified by name or otherwise in published reports of research results.
  9. The College reserves the right to review any conclusions derived from research data collected from members of the College community prior to publication and to require the revision or deletion of any language that could identify the College or result in unfavorable publicity to the College

Institutional Review Board, 1992

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## DEPARTMENTAL COMPREHENSIVE EXAMINATION GENERAL TOPICS FOR REVIEW

(Note: Topics in this list are selected and organized in relation to the courses offered in the Spelman psychology department curriculum.)





-  Introduction/History and Systems
-  Biology/Ethology
-  Sensation and Perception
-  Learning
-  Psychometrics/Statistics/Experimental Design
-  Child/Adolescent/Developmental/Educational Psychology
-  Personality
-  Motivation
-  Health/Abnormal/Counseling Psychology
-  Methods of Therapy
-  Social Psychology/Group Dynamics/Community Psychology
-  Afrocentric Perspectives
-  Psychology of Women/Sexes/Human Sexuality
-  Cognitive Psychology/Language and Thought/Consciousness and Memory
-  Applied Psychology

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## THE ETS MAJOR FIELD TEST

(Note: The Major Field Test in Psychology covers courses most commonly offered in undergraduate programs in psychology. Accordingly, students receive total scores and scores according to general sub-groupings.)

### Major Field Test Subscore Areas

-  Learning and Cognition
-  Perception, Sensory, Physiology, Comparative, and Ethology
-  Clinical, Abnormal, and Personality
-  Developmental and Social

### Assessment Indicators

-  Memory and Thinking
-  Sensory and Physiology
-  Developmental
-  Clinical and Abnormal
-  Social
-  Measurement and Methodology

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# GRE PSYCHOLOGY REVIEW TOPICS

## **THE SCIENCE OF PSYCHOLOGY**

- Basic Concepts and History
- Scientific Investigation
- Schools of Thought
- Psychology as a Profession

## **HEREDITY, CULTURE AND BEHAVIOR**

- Evolution and Innate Behavior
- Individual Genetic Constitution
- Nature versus Nurture
- Culture and Behavior

## **LEARNING**

- Basic Principles
- Classical Conditioning
- Operant Conditioning
- Classical versus Operant Conditioning
- Aversive Control

## **HUMAN LEARNING**

- General Principles
- Verbal Learning
- Human Discrimination Learning
- Motor Skills
- Concept Learning
- Transfer of Learning
- Memory Processes
- Forgetting

## **COGNITION**

- Thinking and its Development
- Problem Solving
- Creativity and Originality
- Language and its Acquisition
- Intelligence: Piaget

## **INFORMATION PROCESSING**

- History and Computer Simulations
- The Coding of Information
- Memory Systems and Retrieval
- Selective Attention and Pattern Recognition
- Other Approaches and Applications

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## **STATES OF CONSCIOUSNESS**

- Mind-Body Problem and Consciousness
- Sleep, Dreams and Daydreams
- Hypnosis, Possession and Out-of-body Experiences
- Meditation
- Sensory Deprivation Studies
- Biofeedback
- Psychoactive Drugs

## **SENSATION**

- The Concept of Threshold
- Vision
- Audition
- Olfaction
- Gustation
- Cutaneous, Equilibratory, and Kinesthetic Senses

## **PERCEPTION**

- Basic Principles
- Nativism and Empiricism
- Perception and the Nervous System
- Attention
- Gestalt Theory, Context, Constancies and Illusions
- Perception of Depth
- Perception of Motion

## **MOTIVATION**

- Basic Principles
- Motivation Theorists: Freud, Maslow, Hull, and Tolman
- Achievement Conflicts: Murray
- Behavioral and Social Approaches

## **AROUSAL, EMOTION, AND CONFLICT**

- Motivation and Physiological Correlates of Arousal
- The Expression of Emotion
- Anxiety, Frustration, and Anger
- Conflict

## **DEVELOPMENT**

- Basic Principles
- Prenatal Development and Labor
- Infancy and Preschool Periods
- Middle Childhood and Adolescence
- Piaget's Theory of Cognitive Development
- Aggression, Birth Order, and Aging

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## **PERSONALITY**

- General Principles
- Freudian Theory
- Jung and Erikson
- The Humanist Perspective
- Adler and Sheldon
- Behaviorism and Social Learning Theories

## **BEHAVIOR PATHOLOGY**

- Method and Theory
- Anxiety and Phobias
- Affective Disorders
- Alcoholism, Sociopathy, and Conduct Disorders
- Sexual Behavior
- Schizophrenia and Related Disorders
- Dissociative Disorders and Conversion Reactions
- Genetic and Physiological Disorders
- Neuroses
- Psychoses

## **THERAPIES**

- Goals and Shortcomings of Psychotherapy
- Psychoanalysis and Logotherapy
- Behavior Therapy
- Client-Centered Therapy
- Pharmacological Therapy
- Psychosurgery, Psychodrama, Shock, Play, Group, Gestalt Therapies
- Neurotic, Obsessive-Compulsive and Suicidal Personalities

## **SOCIAL PSYCHOLOGY**

- The Field of Social Psychology
- Conformity
- Leadership, Communication and Organizational Structure
- Attitudes, Dissonance, and Prejudice
- Aggression
- Motivation: Internality and Sex Differences

## **ORGANIZATIONAL INDUSTRIAL PSYCHOLOGY**

- Nature of Organization
- Communication and Design within Organizations
- Personnel Factors
- Motivation and Job Satisfaction
- Management
- Engineering for Human Use

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## **PHYSIOLOGICAL BASIS OF BEHAVIOR**

- The Central Nervous System
- The Peripheral Nervous System
- Neurons and Synapses
- Hormones and the Endocrine System
- Research Methods in Physiological Psychology

## **TESTING AND MEASUREMENT**

- The Nature of Psychological Tests
- Objective Personality Tests
- Projective Personality Tests
- Intelligence Tests
- Personality, Demographics, and Intelligence

## **METHODOLOGY AND STATISTICS**

- The Experiment
- Hypothesis Testing
- Observation and Field Research
- Test Construction
- Test Validity and Reliability
- The Normal Distribution
- Problems and Applications in Statistics

Source: Research and Education Association. (1993). GRE psychology test: Test preparation. NY: Author.

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## THE UNVALIDATED GRADUATE SCHOOL POTENTIAL TEST

Below are 22 yes-no questions. Answer each one honestly and truthfully. This is not a standardized or validated test, but your answers may supply some hints about your motivations for entering graduate school. The items are so transparent that anyone can fake them; but unless you are completely honest with yourself, the test will be of no value to you at all.

- \_\_\_ 1. Does living at a near-poverty level for four to seven years while studying most of the time repulse you?
- \_\_\_ 2. Do you enjoy writing term papers?
- \_\_\_ 3. Does the idea of giving verbal presentations of academic material in front of a group bother you?
- \_\_\_ 4. Do you enjoy reading psychology books even if they are not assigned reading?
- \_\_\_ 5. Do you put off studying for a test as long as possible?
- \_\_\_ 6. Have you, on many occasions, given up a desirable social opportunity in order to study?
- \_\_\_ 7. Do you want to earn a high salary when you finish graduate school?
- \_\_\_ 8. Do you like to study?
- \_\_\_ 9. Do you have trouble concentrating on your studies for hours at a time?
- \_\_\_ 10. Do you, on occasion, read over recent issues of professional journals?
- \_\_\_ 11. Do you dislike library research?
- \_\_\_ 12. Do you feel you have a tremendous drive to enter the profession of psychology?
- \_\_\_ 13. Are there many other careers, besides being a psychologist that you would like to pursue?
- \_\_\_ 14. Do you intend to work full time at a career?
- \_\_\_ 15. Are you sick of school right now?
- \_\_\_ 16. Are your grades mostly As and Bs?
- \_\_\_ 17. Do you feel that your grades are far below the capacity for learning you actually have?

- 
- \_\_\_ 18. Did you do well (an A or B) in statistics?
- \_\_\_ 19. Do you feel a Ph.D. is desirable primarily because of the social status it gives to those holding it?
- \_\_\_ 20. Do you like the idea of doing research projects?
- \_\_\_ 21. Do you dislike the competition from other students that you face in school now?
- \_\_\_ 22. Can you carry out projects and study without direction from anyone else?

**Scoring:**

Give yourself one point for every even-numbered question answered yes and one point for every odd numbered item answered no. Total points. There is a possible high score of 22 and a possible low score of 0. The item scoring is geared so that the higher your score, the more likely it is that you have attitudes and motivations that will serve you well in graduate school. Yet this is not to say that a score approaching 22 means you will be assured of success in a graduate program, and even those with lower scores may survive a graduate program. The answers to specific questions may be more revealing than any total score.

Source: Fretz, Bruce R. and Stang, David J. Preparing for Graduate Study in Psychology: Not For Seniors Only! Washington, D.C.: American Psychological Association, 1980.

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# CHECKLIST FOR PREPARING FOR, CHOOSING, AND APPLYING TO GRADUATE SCHOOL

## **Sophomore Year**

- \_\_\_ 1. Note your psychology professors' research interests. Contact those whose research interests you.
- \_\_\_ 2. Consult with departmental faculty about various fields/specialties in psychology.
- \_\_\_ 3. Meet with graduate school representatives and graduate students.
- \_\_\_ 4. Attend departmental colloquia and participate in activities sponsored by the Psychology Club and/or Psi Chi.
- \_\_\_ 5. Begin to prepare for the GRE.

## **Junior Year**

- \_\_\_ 1. Continue items 1 - 5 listed for the sophomore year.
- \_\_\_ 2. If you have completed at least twelve (12) hours in psychology and have an overall and psychology average of 3.2 enroll in the departmental honors program.
- \_\_\_ 3. If you have completed twenty (20) hours in psychology and have an overall and psychology average of 3.4 apply for Psi Chi membership.
- \_\_\_ 4. Become involved in a psychology research project.
- \_\_\_ 5. Arrange for some field experience in psychology.
- \_\_\_ 6. Read information about graduate study in psychology in [Graduate Study in Psychology](#) (updated each year). Send for catalogs from the graduate schools that interest you. Peruse bulletin boards in the department for information about specific programs.
- \_\_\_ 7. Register with the GRE Locater Services.

- 
- \_\_\_ 8. Take the practice Miller Analogies Test if a graduate school in which you are interested requires it.
  - \_\_\_ 9. Investigate sources of financial aid.

### **Summer before the Senior Year**

- \_\_\_ 1. Prepare for the GRE. If a school you are considering requires the MAT, prepare for this exam as well.
- \_\_\_ 2. Request bulletins, application forms, financial aid forms and other information from the schools to which you may apply.
- \_\_\_ 3. Prepare your short biographical sketch or resume.
- \_\_\_ 4. Begin to develop your professional statement of academic background, experiences, and career goals.

### **Senior Year**

- \_\_\_ 1. Continue items 2 - 4 listed for the sophomore year, items 4 - 6 listed for the junior year, and items 2 - 4 listed for the summer.
- \_\_\_ 2. Take the GRE General and Subject Tests (also the MAT, if required).
- \_\_\_ 3. Follow the procedures outlined in the section of this handbook regarding the application to graduate school.
- \_\_\_ 4. Verify that the schools have received your application materials and recommendations.
- \_\_\_ 5. If you have not heard from the school(s) of your choice within a reasonable amount of time following the dates when letters of acceptance are being sent, call the school(s) to confirm that you are still being considered.
- \_\_\_ 6. Follow appropriate procedures for accepting and declining offers.

### **References:**

Fretz, Bruce and Stang, David J. *Preparing for Graduate Study in Psychology: Not for Seniors Only*. Washington, D.C.: APA, 1980.

Psi Chi Newsletter

# Notes!

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