



PEPPERDINE
UNIVERSITY

*Seaver College
Psychology Program
Advisory Handbook*

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and
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WELCOME

Welcome to the psychology major at Seaver College, Pepperdine University! This handbook contains information pertaining to the psychology curriculum and major advising; psychology faculty; career, research, and graduate school opportunities in psychology; and the organizations, honors, and activities available to Seaver psychology students.

As you read this handbook, the panorama of psychology will open before you. You will learn about the opportunities and requirements of our major, the challenges of careers and graduate education, and the rewards of a life dedicated to a discipline that is both rigorously scientific and genuinely humane. As you progress through our curriculum, you will discover areas of specialization within psychology that will capture your interest and around which you can build your future. If this handbook raises questions for you, your psychology major advisor is available to meet with you. The psychology faculty are here to support you on your journey and wish you the best in all your endeavors. We hope the information in this handbook will serve you well.

INTRODUCTION

The Mission of the Seaver Psychology Faculty

The mission of the psychology faculty is to prepare students for their academic, professional, and personal futures by providing them a well-balanced undergraduate education in psychology. As students progress through this educational process, they:

- develop as individuals
- acquire the knowledge, skills, and experiences of liberally-educated persons
- learn the principles, theories, methods, ethics, and applications of contemporary psychology

This process occurs in a challenging academic atmosphere where the faculty are dedicated to student development, active scholarship, professional activities, and community service.

What is Psychology?

Psychology is the study of normal and abnormal human and animal behavior and the mental, social, and biological processes related to that behavior. Psychology is a science, an academic discipline, and offers exciting professions. The diverse nature of the field of psychology endows the discipline with a uniquely multifaceted nature. As scientists, psychologists are concerned with the careful and systematic observation of behavior and the collection, analysis, and interpretation of empirical data. As academics, psychologists are immersed in the abstract realm of theoretical interpretations and ethical controversies. As professionals, psychologists are dedicated to solving human problems, improving the lives of individuals, strengthening relationships and communities, and preserving the dignity of human beings.

The American Psychological Association (APA) currently recognizes the following 54 subfields in psychology that are represented as divisions within the Association:

- 1 The Society for General Psychology and Interdisciplinary Inquiry
- 2 Society for the Teaching of Psychology
- 3 Society for Experimental Psychology and Cognitive Science
- 4 *There is no division 4*
- 5 Quantitative and Qualitative Methods
- 6 Society for Behavioral Neuroscience and Comparative Psychology
- 7 Developmental Psychology
- 8 Society for Personality and Social Psychology
- 9 Society for the Psychological Study of Social Issues (SPSSI)
- 10 Society for the Psychology of Aesthetics, Creativity and the Arts
- 11 *There is no division 11*
- 12 Society of Clinical Psychology
- 13 Society of Consulting Psychology
- 14 Society for Industrial and Organizational Psychology
- 15 Educational Psychology
- 16 School Psychology
- 17 Society of Counseling Psychology
- 18 Psychologists in Public Service
- 19 Society for Military Psychology
- 20 Adult Development and Aging
- 21 Applied Experimental and Engineering Psychology
- 22 Rehabilitation Psychology
- 23 Consumer Psychology
- 24 Society for Theoretical and Philosophical Psychology
- 25 Behavior Analysis
- 26 Society for the History of Psychology
- 27 Society for Community Research and Action: Division of Community Psychology
- 28 Society for Psychopharmacology and Substance Use
- 29 Society for the Advancement of Psychotherapy
- 30 Society of Psychological Hypnosis
- 31 State, Provincial and Territorial Psychological Association Affairs
- 32 Society for Humanistic Psychology
- 33 Intellectual and Developmental Disabilities/Autism Spectrum Disorder
- 34 Society for Environmental, Population and Conservation Psychology
- 35 Society for the Psychology of Women
- 36 Society for the Psychology of Religion and Spirituality
- 37 Society for Child and Family Policy and Practice
- 38 Society for Health Psychology
- 39 Society for Psychoanalysis and Psychoanalytic Psychology
- 40 Society for Clinical Neuropsychology
- 41 American Psychology-Law Society
- 42 Psychologists in Independent Practice
- 43 Society for Couple and Family Psychology
- 44 Society for the Psychology of Sexual Orientation and Gender Diversity
- 45 Society for the Psychological Study of Culture, Ethnicity and Race
- 46 Society for Media Psychology and Technology

- 47 Society for Sport, Exercise and Performance Psychology
- 48 Society for the Study of Peace, Conflict and Violence: Peace Psychology Division
- 49 Society of Group Psychology and Group Psychotherapy
- 50 Society of Addiction Psychology
- 51 Society for the Psychological Study of Men and Masculinities
- 52 International Psychology
- 53 Society of Clinical Child and Adolescent Psychology
- 54 Society of Pediatric Psychology
- 55 Society for Prescribing Psychology
- 56 Trauma Psychology

Why Major or Minor in Psychology at Pepperdine University?

Students studying psychology at Pepperdine University will receive an education designed to provide knowledge, skills, and attitudes helpful to future educational, professional, and personal success. These include:

- a solid knowledge base of psychological concepts, theories, and issues
- the ability to gather and synthesize information from a variety of sources
- critical thinking skills for analyzing and evaluating information
- knowledge of how to design and conduct empirical studies to answer research questions
- communication skills necessary to write and speak in a clear and convincing manner
- the interpersonal skills necessary for helping and working with others
- knowledge of how to engage in psychology in ethical ways
- understanding of human diversity
- the practical experience necessary to explore and refine post-graduate goals

Receiving a liberal arts education is more than the mere accumulation of facts; it is the process of becoming a person who is enlivened by the confidence gained from learning new ideas, mastering complex methods, and tackling difficult issues. Although the concept of a liberal arts education can be traced to the ancient Greeks, its strength is not its age, but its capacity for renewal. Pepperdine's curriculum adjusts itself to the times by reflecting changes in society, in students, and in the university itself. It stresses the development of ethical values, social responsibility, and a commitment to life-long learning. The psychology department contributes actively to Pepperdine's tradition of a liberal arts education by providing its students with an abundance of relevant and current information in a tolerant and open-minded atmosphere. The psychology department is designed for students who seek a challenging undergraduate experience during which they can explore their potentials and expand their horizons in an atmosphere that stresses clear expectations, faculty support, and academic excellence.

THE FACULTY

An Introduction to the Faculty

The psychology department of Seaver College at Pepperdine University has an active and scholarly faculty whose educational backgrounds, research, and professional interests reflect the full spectrum of current psychological thought. All full-time members of the department hold doctoral degrees from well-respected graduate programs.

Khanh Bui

DEGREE: Ph.D., Social Psychology, University of California, Los Angeles

TEACHES: PSYC 250, PSYC 332, PSYC 333

EXPERTISE: social psychology, statistics

PUBLICATION AREA: loneliness

OFFICE: Appleby Center 245

PHONE: (310) 506-4805

E-MAIL: Khanh.Bui@pepperdine.edu

Jessica Cail

DEGREE: Ph.D., Experimental Psychology, Boston University

TEACHES: PSYC 200, PSYC 210, PSYC 250, PSYC 310, PSYC 341, PSYC 372, PSYC 373, PSYC 442

EXPERTISE: Psychopharmacology and behavioral medicine

PUBLICATION AREAS: Alcohol and opiate addiction, social influences on public health behaviors, pharmaceutical enhancement of human performance

OFFICE: Appleby Center 250

PHONE: (310) 506-6680

E-MAIL: Jessica.Cail@pepperdine.edu

Randy Corpuz

DEGREE: Ph.D., Evolutionary and Developmental Psychology, University of California, Santa Barbara

TEACHES: PSYC 250, PSYC 310, PSYC 322

EXPERTISE: Psychobiology, hormones and human behavior, human fatherhood

PUBLICATION AREAS: developmental psychobiology, family science

OFFICE: Appleby Center 228

PHONE: (310) 506-4350

E-MAIL: randy.corpuz@pepperdine.edu

Michael M. Folkerts

DEGREE: Ph.D., Neuroscience, University of California, Davis

TEACHES: PSYC 200, PSYC 210, PSYC 372, PSYC 373

EXPERTISE: behavioral, anatomical, and biochemical changes after traumatic brain injury

PUBLICATION AREAS: psychopharmacology, behavioral genetics, comparative animal behavior and learning and memory

OFFICE: Appleby Center 222

PHONE: (310) 506-6487

E-MAIL: Michael.Folkerts@pepperdine.edu

Jennifer Harriger

DEGREE: Ph.D., Developmental Psychology, University of New Mexico
TEACHES: PSYC 210, PSYC 322, PSYC334, PSYC 434, PSYC 456
EXPERTISE: developmental psychology, child clinical psychology, body image and eating disorders
PUBLICATION AREAS: development of body image and disordered eating, body image and social media
OFFICE: Appleby Center 220
PHONE: (310) 506-4128
E-MAIL: Jennifer.Harriger@pepperdine.edu

Nataria T. Joseph

DEGREE: Ph.D., Clinical Psychology, University of California, Los Angeles
TEACHES: PSYC 310, PSYC 323, PSYC 324, PSYC 450
EXPERTISE: health psychology
PUBLICATION AREAS: health psychology
OFFICE: Appleby Center 242
PHONE: (310) 506-4257
E-MAIL: Nataria.Joseph@pepperdine.edu

Elizabeth Krumrei Mancuso

DEGREE: Ph.D., Clinical Psychology, Bowling Green State University
TEACHES: PSYC 230, PSYC 310, PSYC 432, PSYC 452, PSYC 493, PSYC 494
EXPERTISE: psychology of religion and spirituality; positive psychology
PUBLICATION AREAS: psychology of religion and spirituality (e.g., spiritual struggles, religious coping, spiritually-sensitive therapy); virtues including intellectual humility
OFFICE: Appleby Center 251
PHONE: (310) 506-4186
E-MAIL: elizabeth.mancuso@pepperdine.edu

Cindy L. Miller-Perrin

DEGREE: Ph.D., Clinical Psychology, Washington State University
TEACHES: PSYC 200, PSYC 322, PSYC 434, PSYC 453, PSYC 458
EXPERTISE: child-clinical, development, positive psychology
PUBLICATION AREAS: child maltreatment, family violence, prevention, faith and vocation
OFFICE: Appleby Center 231
PHONE: (310) 506-4027
E-MAIL: Cindy.Miller-Perrin@pepperdine.edu

Steven V. Rouse

DEGREE: Ph.D., Personality Research, The University of Minnesota
TEACHES: PSYC 315, PSYC 321, PSYC 451
EXPERTISE: psychological assessment, personality, human sexuality
PUBLICATION AREAS: topics arising from my personality and sexuality classes
OFFICE: Appleby Center 243
PHONE: (310) 506-7959
E-MAIL: Steve.Rouse@pepperdine.edu

Janet P. Trammell

DEGREE: Ph.D., Cognitive Psychology, University of Virginia

TEACHES: PSYC 310, PSYC 341, PSYC 342, PSYC 457, PSYC 493, PSYC 494

EXPERTISE: cognitive psychology, statistics, research methods, stress and memory

PUBLICATION AREAS: stress, emotion, memory, attention, impact of natural environments on emotion and cognition

OFFICE: Appleby Center 246

PHONE: (310) 506-6947

E-MAIL: Janet.Trammell@pepperdine.edu

Faculty Biographies

The psychology faculty is dedicated to undergraduate teaching and professional development. They perform research in a variety of specialties, present their work at national and international conferences, and publish in professional journals. They work with various client populations, serve as consultants to organizations, and sponsor student-oriented projects. The process of becoming a part of this community of scholars is the most valuable and enduring opportunity that a college education can provide. To help students become acquainted with the psychology faculty, short biographies of the psychology faculty members follow.

Khanh Bui grew up in Vietnam until the age of eight years. At the end of the Vietnam War, her family came to the United States. They first lived in Olympia, Washington for three years before moving to southern California. She became interested in studying psychology as a bicultural person, who often asked why Vietnamese people think, behave, and express emotions in ways different from Americans. She believes that psychology can provide some of the answers to this complex question. She completed her B.A., M.A., and Ph.D. in social psychology at UCLA. Her hobbies include spending time with her dog, making French macarons, and reading.

Jessica Cail has a PhD in experimental psychology from Boston University's Program in Brain, Behavior, and Cognition. Her research focus is in behavioral medicine and public health, especially within the field of addiction. Previous work has included behavioral factors in opiate and alcohol addiction, as well as work for the Defense Department on lie detection, and pharmaceutical enhancement of soldier performance. Featured on NOVA's Secret Life of Scientists for her dual life as a scientist and a stuntwoman, she also serves as a consultant for the National Academy of Science's Science & Entertainment Exchange. Through the Exchange, she has consulted for television shows including Marvel's Agents of SHIELD, Iron Fist and Luke Cage, as well as upcoming episodes of Claws and a Call of Duty movie. She is currently co-authoring book three in the Hollyweird Science series with fellow science advisor Dr. Kevin Grazier. In her off time, she enjoys martial arts, adventure sports, and all things sci-fi.

Randy Corpuz was born and raised in New York City. Dr. Corpuz has a Ph.D. in developmental and evolutionary psychology from University of California, Santa Barbara. He has specific interests in the underlying biology of human parenting, infant development, and romantic relationships. His publications on the role of testosterone in fathering behavior appear in top-tier journals in psychology and neuroscience. Dr. Corpuz is a dedicated mentor who prioritizes student learning outcomes in the classroom and in his lab—students routinely appear as co-authors and first authors on his lab's articles and book chapters. His research program—conducted alongside primarily first-generation students and/or students underrepresented in neuroscience (i.e., women) has been funded by student training grants from NSF and NIH. In his

previous faculty role at the University of Massachusetts, Dr. Corpuz received the UMass Foundation's Excellence in Teaching award. At Pepperdine, Dr. Corpuz continues his scholarship in neuroscience, mentorship of students from diverse backgrounds, and teaching of statistics and research methods. His hobbies include catching Pokemon with his son, traveling, and weight training.

Michael M. Folkerts was born and raised in a northern suburb of Detroit, Michigan. His undergraduate years were spent in Holland, MI where he completed a B.A. in Psychology and a B.S. in Biology. After two years as a research assistant in a Sleep Disorders and Research Center at Henry Ford Hospital in Detroit, he began his graduate career in the Biological Psychology program at Wayne State University. This experience fueled his interests in studying brain and behavior relationships. Specifically, his area of research focused on the behavioral, anatomical, and biochemical changes after traumatic brain injury (TBI). His Master's thesis examined the effects of TBI on the dendritic neuroarchitecture within the hippocampus of the brain. He continued research in the field of Neurotrauma at U.C. Davis where he completed a Ph.D. in Neuroscience. His dissertation focused on the autophosphorylation of a calcium regulated protein, CaMKII, after TBI. Other teaching and research interests include psychopharmacology, behavioral genetics, comparative animal behavior and learning and memory. Also at U.C. Davis, he met his wife, Lydia! She is an elementary school teacher. They were married in July of 2000 and enjoy exploring California with short weekend trips and exercising (swimming and jogging) together.

Jennifer Harriger was born and raised in Lancaster, Pennsylvania. She received her B.S. in Biology at West Chester University and her M.S. in Clinical and Health Psychology at Drexel University. She was then hired as a research coordinator and a therapist at the Renfrew Center, an inpatient treatment facility for women with eating disorders, in Philadelphia, PA. While at the Renfrew center, she became interested in the factors that contribute to the development of body image and eating disorders and decided to continue her education. She obtained her Ph.D. in Developmental Psychology at the University of New Mexico where she studied the development of body image and the internalization of the thin-ideal in young children. Her current research focuses on factors related to the development of body image and disordered eating across the lifespan and the relationship between social media and body image. She and her family enjoy anything related to sports, reading, and spending time together.

Nataria T. Joseph was born and raised in a small town near New Orleans, Louisiana. She completed her B.S. in psychology from Louisiana State University before moving to southern California to further her education at U.C.L.A. She obtained her M.A. and Ph.D. in Clinical Psychology (with formal emphasis in Health Psychology and Quantitative Measurement) from U.C.L.A. and went on to complete postdoctoral work in cardiovascular behavioral medicine at the University of Pittsburgh. Her health psychology interests focus on the influence of psychosocial risk and resilience factors on physical health and health behaviors and the use of research methodologies such as ecological momentary assessment (EMA). Nataria enjoys creative writing in the form of short stories and poems. She also enjoys traveling and interacting with individuals from different cultures and is passionate about anything related to living a healthy lifestyle.

Elizabeth Krumrei Mancuso is from Rotterdam, the Netherlands. She attended Pepperdine where she majored in psychology and obtained an interdisciplinary M.A. in Religion and Counseling. Her Ph.D. in Clinical Psychology is from Bowling Green State University, where

she was part of a diverse research team focused on the psychology of religion and spirituality. Her training included an emphasis in child clinical psychology and experience working with children and families at a community mental health center. Dr. Mancuso completed her pre-doctoral internship at Kansas State University and her post-doctoral clinical training at the Pepperdine Counseling Center, offering psychotherapy to college students in both settings. Dr. Mancuso continues to be fascinated by all that the field of psychology has to offer and loves the variety and creativity afforded by a career in academia. She is grateful for community life and enjoys spending time outdoors, reading, practicing new skills (like jump rope), and above all, hanging out with her husband and three kids.

Cindy L. Miller-Perrin spent most of her childhood in southern California after moving from McKeesport, Pennsylvania with her family. Dr. Miller-Perrin obtained her B.A. in Psychology from Pepperdine University. Following her undergraduate education she moved to Pullman, Washington where she received her Ph.D. in Clinical Psychology from Washington State University. While at Washington State University, she became interested in the study of child sexual abuse and its prevention. She completed her pre-doctoral internship at the University of Washington where she worked with a variety of clinical populations including gifted children, adults suffering from brain and spinal cord injuries, developmentally delayed children, victims of child abuse, pediatric oncology patients, and adolescents and their families. Following her doctoral studies, she completed a postdoctoral fellowship at the University of Washington where she was involved in research and clinical work with developmentally delayed children. She has co-authored five books, including *Violence and Maltreatment in Intimate Relationships* (with R. Perrin and C. Renzetti, 2017, 2021), *Faith from a Positive Psychology Perspective* (with E. Krumrei, 2014), *Family Violence Across the Lifespan* (with O. Barnett & R. Perrin, Sage 1997, 2005, 2011), *Child Maltreatment* (with R. Perrin, Sage 1999, 2007, 2013), and *Child Sexual Abuse: Sharing the Responsibility* (with S. Wurtele, University of Nebraska Press, 1992). She is a Fellow of the American Psychological Association (APA) and has served as the President of the Section on Child Maltreatment and President of Division 37's Society for Child and Family Policy and Practice of APA. She is currently serving on the Council of Representatives for APA, representing Division 37. Dr. Miller-Perrin is married to Robin Perrin, Sociology Professor at Pepperdine, and has two children. Dr. Miller-Perrin and her family enjoy camping, backpacking, fishing, golf, and traveling.

Steven V. Rouse was raised in Colorado. He earned his B.S. in Psychology and his M.S. in Counseling Clinical Psychology, both at Abilene Christian University. After short clinical experiences as a counselor at a drug rehabilitation center and a behavior therapist at a facility for people with intellectual disabilities, Steve was hired to run the psychological/educational testing department at ACU. During the three years in this position, he became very interested in teaching university students and conducting research on psychological assessment. He completed his Ph.D. in Personality Research at the University of Minnesota, studying clinical personality assessment and contemporary personality research. His research mainly arises from topics raised in discussions during his Personality and Human Sexuality classes. His wife is Stacy Rouse; they have two boys (Dominic, born in 1999, and Ian, born in 2002), a Newdle (Newfoundland/Poodle mix) named CocoaBean, and two cats named Onyx and Sable. He enjoys hockey (especially the Colorado Avalanche), camping, cooking, and watching movies.

Janet P. Trammell was born and raised in Jackson, Mississippi. She earned her B.S. in Psychology at Birmingham-Southern College in 2004. Becoming involved in research as an undergraduate inspired her desire to continue learning and researching in cognitive psychology.

She moved to Charlottesville, VA, where she completed her Ph.D. in Cognitive Psychology at the University of Virginia. While at UVA, she became interested in the effects that emotion, stress, and physiological markers of stress had on memory and other cognitive processes. Also at UVA, she met her husband, George, who was completing his Ph.D. in Astrophysics. After her Ph.D., she stayed at UVA for one year as a postdoctoral research associate. She is an avid hiker, runner, and cyclist, and enjoys competing in running races and triathlons. Her love for all things outdoors has inspired her research interests into the effects of natural environments on emotion and cognition. She and her husband have two sons and enjoy traveling, seeing new places, and experiencing different cultures.

ACADEMIC ADVISING

Academic Advising for Psychology Majors

The psychology faculty believe that effective advising is more than just keeping office hours and telling students what classes to take; it is a commitment to the facilitation of the intellectual, social, emotional, and moral growth of each student. Psychology advisers are available to help students with their personal, social, ethical, and career-planning development. To successfully accomplish these ends, psychology major advisors strive to remain up-to-date in matters such as (a) the current policies and procedures of the college; (b) co-curricular organizations and activities; and (c) post-graduate opportunities that exist for their advisees. The faculty's high level of availability and willingness to work in a close manner with students allows them to effectively advise students in many aspects of their undergraduate experience.

Requirements for Psychology Majors

The major is designed for students who (1) plan careers as professional psychologists, (2) regard a psychology undergraduate foundation as valuable for another professions, and (3) are generally interested in understanding human behavior. The major is designed to give adequate preparation for those who choose to pursue graduate study in psychology. All students need 128 units to graduate. Of these, 40 units must be upper-division units. For psychology majors, 35 of these 40 upper-division units are met by the psychology graduation requirements. The requirements for a bachelor's degree in Psychology are 43 units.

COURSE REQUIREMENTS

Lower- and Upper-Division Core Courses (16 units; students must earn at least a “C-” in these four courses)

PSYC210 Foundations of Psychology*
PSYC250 Introductory Statistics*
PSYC310 Research Methods in Psychology
PSYC315 Psychological Testing and Assessment

Choose one course from each content area listed below (13-16 units total)

Individual Differences

- PSYC321 Personality
- PSYC322 Lifespan Developmental Psychology
- PSYC323 Abnormal Psychology
- PSYC324 Adult Development and Aging

Social/Group Processes

- PSYC332 Cross-Cultural Psychology
- PSYC333 Social Psychology
- PSYC334 Psychology of Gender
- PSYC335 Latino Psychology and Society

Learning/Cognitive Principles

- PSYC341 Learning and Memory
- PSYC342 Cognitive Processes

Biological Principles

- PSYC372 Physiological Psychology
- PSYC373 Psychopharmacology

Choose one course (3-4 units) from either the Applied Practice or the Integrative Experiences area

Applied Practice

- PSYC430 Counseling Theory and Techniques
- PSYC432 Family Therapy
- PSYC433 Industrial/Organizational Psychology
- PSYC434 Child Clinical Psychology

Integrative Experiences

- PSYC442 Intermediate Statistics and Computer Applications
- PSYC450 Health Psychology
- PSYC452 Psychology and Religion
- PSYC490 Independent Research in Psychology
- PSYC493 Honors Research Seminar I
- PSYC494 Honors Research Seminar II
- PSYC595 Supervised Field Work/Internship (CR/NC only)

A special interest course may be taken to help fulfill the total unit requirement

Specialized Interest Courses

- PSYC230 Interpersonal Behavior (CR/NC only)
- PSYC290 Directed Research in Psychology
- PSYC453 Positive Psychology
- PSYC456 Body Image and Eating Disorders
- PSYC458 Family in a Changing World

*Satisfies general education requirement

Student Behaviors That Leave an Impression

One piece of the academic advising puzzle that is often overlooked is how student behaviors are related to academic success. Professors are acutely aware of particular student behaviors that occur in their classrooms and they often use these behaviors to form impressions of how they believe their students feel about the subject matter they teach.

Behaviors That Leave a Good Impression

1. coming to class prepared (completing reading assignments before class)
2. listening attentively
3. asking questions
4. coming to class on time
5. seeking help and guidance when needed
6. arriving for appointments on time
7. excelling in the class
8. being creative
9. helping students who need coaching
10. putting effort into the class
11. making personal improvements in study habits
12. participating in group activities
13. following instructions for assignments

Behaviors That Leave a Bad Impression

1. cheating, lying, plagiarism
2. talking during lectures
3. being late to class or with assignments
4. obvious yawning or sleeping in class
5. skipping class
6. not paying attention or acting bored/apathetic during class
7. being unprepared for class or meetings
8. packing-up books and materials before class is over
9. asking "Did we do anything important?" after missing class
10. asking "Will it be on the test?"
11. being more interested in grades than in learning
12. complaining about work load
13. blaming teachers for poor grades

RESEARCH IN PSYCHOLOGY

Research Opportunities for Psychology Majors

Teaching and research are complementary academic activities that reinforce and strengthen each other, and the psychology faculty consider student/faculty research collaboration to be an essential component of an undergraduate education in psychology. Involvement in research not

only contributes to the academic training that students receive, but is very helpful in gaining admittance to graduate programs in psychology. As a Pepperdine psychology major, students have the opportunity to conduct original research, to collaborate closely with faculty members, and to attend psychology conferences to present their results to others. Past psychology students have presented their research at regional, national, and student conventions such as: the American Psychological Association, the Western Psychological Association, and the Association for Psychological Science. A small sample of titles of student-faculty collaborative presentations follow:

- “Impact of Gendered Praise on Preschoolers’ Pride”
- “Digital and Traditional Coloring’s Impact on Death Anxiety Among Older Adults”
- “Mental Health and Religiosity Among Sexual and Gender Minority Students at a Religious University”
- “Mindfulness as a Moderator Between Problematic Smartphone Usage and Depression, Anxiety, and Stress”
- “Multidimensional Assessment of Body Image and Problem Eating Behaviors”
- “Post-traumatic Stress Disorder in Child Sexual Abuse Victims: Examining Occurrence and Predictive Factors”
- “Relationship Between Interpersonal Violence and Interpersonal Control”
- “Personality, Health Perceptions, and Depression”
- “Relationship Between Childhood Abuse, Attachment Patterns, and Courtship Violence”
- “Perfectionistic Traits Linked to Interpersonal Forgiveness”
- “Competitiveness and Aggression in Parents and Children Involved in Youth Sports”
- “Factors Associated with Nonparticipation in a Courtship Violence Study”
- “The Relationship Between Parent Behavior and Self-Esteem in Preschool Children”
- “Perceptions of Sexual Development, Sexuality, and Intimacy in Male and Female Child Sexual Abuse Survivors”
- “Self-Blame Inventory: A Scale for Assessing Battered Women”
- “Parental Divorce, Androgyny, and Achievement Motivation in College Students”
- “Determining the Effects of Positive and Negative Feedback on Performance in Type A and Type B College Students”
- “The Effects of Various Acquisition Criterion on Spatial Mental Model Retention”

Students can become involved in research within the psychology department through the following opportunities:

Psychology Honors Program - Psychology majors are encouraged to participate in the two semester Honors Research Program, which is aimed at providing students with insight into how psychological scientists design research projects, collect and analyze data, and communicate their results to the scientific community. Students apply to the program in the fall semester of their junior year and are admitted to the program based on their grade point average, career goals, successful completion of prerequisite psychology courses (PSYC 200 or 210, 250, 310), and a proposed research topic. Students are selected by the psychology faculty in the fall semester of their junior year and are notified in time for pre-registration for the spring semester of that same academic year. Upon acceptance into the program, students enroll in the honors research seminar consisting of PSYC 493 (first semester) and PSYC 494 (second semester). Students must also take PSYC 442 prior to, or concurrent with, the first semester of the Honors Research Seminar. During the first semester of the program, student design an original empirical

study under the supervision of the course instructor and an additional psychology professor. This includes the formulation of a hypothesis, completion of a literature review, and creation of a research design. Students will be required to formally present their research proposals to the psychology faculty, the other honors students, and guests. During the second semester of the program, students collect and statistically analyze their data. In order to complete the program, students must present their research findings in written, APA format as a manuscript submitted for publication, submit their study as a presentation to a professional psychology conference, and present their research before the psychology faculty and students. Upon successful completion of these research requirements, the psychology faculty will recommend that students' transcripts be marked "Honors in Psychology."

Independent Research Study – PSYC 490 is an independent study course that focuses on the application of practical research skills from inception to completion of a publishable paper. Depending upon the number of units taken, emphasis will be placed on the development of a research topic, a literature search and review, development of a viable research design, and execution of the project. Prerequisites to enroll in this course include completion of the required upper-division and lower-division psychology requirements and 60 units. Students can obtain 1-6 units of credit for this course. Interested students should contact a faculty member to request supervision.

Research Assistantship – Students may volunteer as a research assistant to a psychology professor. The areas of interest and expertise for each faculty member are listed in this handbook. Interested students should contact the professor to ask about any research in progress and about the availability of research assistant positions.

Academic Year Undergraduate Research Initiative (AYURI) – This program is designed to teach students the common elements of the research process by actively engaging them in research study with a faculty member during the academic year. Students learn how to formulate research questions, design experiments, collect and analyze data, and communicate their results to the academic community via presentations made during the annual Seaver Undergraduate Research Banquet. Students interested in this program should contact a faculty member to inquire about the possibility of being involved. Students will receive one unit of scholarship (if eligible for financial aid).

Summer Undergraduate Research Program – This program is designed to teach students the common elements of the research process by actively engaging them in research study with a faculty member. Students learn how to formulate research questions, design experiments, collect and analyze data, and communicate their results to the academic community via a campus-wide poster session. The program is offered each summer and extends over a 12-week period. Students are required to register for a minimum of 4 units of PSYC 290 (Directed Research in Psychology) or PSYC 490 (Independent Research in Psychology) and may register for up to a total of 8 units over the 12-week session. Psychology faculty recruit and selects student participants. Interested students should contact individual faculty members to inquire about the possibility of being involved in this program.

FIELD EXPERIENCES IN PSYCHOLOGY

Community Involvement

Community Engagement and Service in the Hub for Spiritual Life offers a variety of volunteer programs that will increase students' experience within the field of psychology. An advantage of being a part of a volunteer program is that it enhances the graduate school application by showing the student's diverse experience. Such experiences will also help increase possibilities for prospective jobs. For more information on types of programs, please visit the Hub for Spiritual Life (TCC 230) or speak with Christin Shatzer Román (phone: 310-506-7757).

Field Internships

The psychology department offers a specific course entitled Supervised Field Work (PSYC 495) which may be taken for a maximum of 4 units. This course is generally recommended for students as an elective course in their junior and/or senior years. A variety of field placements are available with such agencies as those dealing with child abuse, adult intellectual disabilities, substance abuse, children with developmental or intellectual challenges, and children of battered women. Students can also be placed in these agencies as volunteers, where they would gain the same experience but would not obtain academic credit.

Service Learning

Numerous classes in the psychology program integrate service-learning as a pedagogy. The work of David A. Kolb describes service learning as involving experimentation, experience, reflection, and conceptualization. Service-learning demands a good deal of flexibility and, in return, offers students opportunities to learn highly relevant information and skills in applied settings. This real-world learning is integrated with the theories and principles covered in the classroom. Service-learning promotes a sense of autonomy and civic duty in students and offers both those giving and receiving service the opportunity to learn, grow, and hopefully achieve a better existence.

ORGANIZATIONS, HONORS, AND ACTIVITIES

The psychology department encourages its students to explore the field of psychology, make connections, and develop their self-confidence and leadership skills by participating in a variety of associations, honor societies, and clubs. The following are a few relevant organizations:

American Psychological Association

The American Psychological Association (APA) is a professional society of more than 150,000 teachers, researchers, professionals, and students that advances psychology as an academic discipline, a science, and a means of promoting human wellbeing. APA publishes scholarly journals, holds an annual convention, and concerns itself with the social and ethical responsibilities of professional psychologists. Student membership in APA is encouraged. Membership application and other information about the organization can be found at www.apa.org.

Association for Psychological Science

The Association for Psychological Science (APS) is a nonprofit organization dedicated to the advancement of scientific psychology. One of its aims is to represent scientific psychology at both the national and international levels. APS has approximately 26,000 members that represent leading psychological scientists and academics, clinicians, researchers, teachers, and administrators. APS publishes scholarly journals, holds an annual convention, and concerns itself with the social and ethical responsibilities of professional psychologists. More information can be found at www.psychologicalscience.org.

Psi Chi International Honor Society

The Psi Chi International Honor Society is an international honor society for psychology students. Students who have completed a minimum of nine (9) units of course work in Psychology with a cumulative GPA of at least 3.0 and who rank in the upper 35 percent of their class (i.e., all sophomores, juniors, or seniors), are eligible to apply. Psi Chi membership is for a lifetime, and a one-time fee of \$55.00 covers the registration fee, with no ongoing dues. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship for individual members, and to advance the science of psychology. To achieve these goals, Psi Chi offers a wide range of local, regional, and national programs. Membership in Psi Chi not only recognizes scholastic achievement and interest in psychology, but recognizes the quality of educational training as well. Psi Chi holds a convention in conjunction with the APA, sponsors undergraduate research award programs, and publishes Psi Chi Journal of Psychological Research, which welcomes submissions from student authors. Membership is a useful way to demonstrate honors on graduate school and employment applications. More information can be found at <https://www.psichi.org>. Seaver has a vital Psi Chi chapter with annual events including a Getting Into Grad School informational session, a philanthropic fundraiser, faculty-student mingling events, and more.

CAREERS IN PSYCHOLOGY

What Choices Do I Have in the Field?

Although there are many different types of psychologists, there are primarily five roles psychologists take on in their work (Wise, 1988):

TEACHER -- Psychologists teach the discipline of psychology in universities, four-year and two-year colleges, and high schools.

RESEARCHER -- Psychologists work for universities, government, the military, and business to do basic and applied studies of human behavior.

SERVICE PROVIDER -- Psychologists work with people who are coping with problems, suffering from emotional or mental disorders, and may also have concerns for wellness. Treatment may incorporate the individual, child, and family.

ADMINISTRATOR -- Psychologists work as managers and directors in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities,

and businesses.

CONSULTANT -- Psychologists with special skills are hired by organizations and institutions to advise, research, study, design and organize programs, and to conduct evaluations.

It is important to realize that many psychologists perform more than one of these roles simultaneously. For example, a college professor might engage in most of these areas by teaching classes, performing research, acting as the chair of the department, and serving as a consultant to a nonprofit organization.

Specific Subspecialties in Psychology

The field of psychology encompasses a wide variety of subspecialties. Most undergraduate degrees in psychology focus on the breadth of the field and provide an education that introduces students to the many specialized areas of psychology. Graduate education, on the other hand, includes a narrower focus on an area of psychological specialization. Nineteen subfields of psychology are described as follows on the Careers in Psychology webpage of the American Psychological Association:

Clinical psychologists

[Clinical psychologists](#) assess and treat mental, emotional and behavioral disorders. These range from short-term crises, such as difficulties resulting from adolescent conflicts, 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—for instance, youths; families, or couples; ethnic minority groups; gay, lesbian, bisexual and transgender individuals; or older people. They also consult with physicians on physical problems that have underlying psychological causes.

Cognitive and perceptual psychologists

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

Community psychologists

[Community psychologists](#) work to strengthen the abilities of communities, settings, organizations and broader social systems to meet people's needs. They help people access resources and collaborate with others to improve their lives and communities. Instead of helping individuals cope with negative circumstances (e.g., trauma, poverty), community psychologists help empower people to change those circumstances, prevent problems and develop stronger communities. Examples of community psychology interventions include improving support for hurricane victims, partnering with neighborhoods to prevent crime, collaborating with schools to prevent bullying and helping change policies to improve health outcomes. Community psychologists blend

research and practice, partnering with diverse citizens to plan and implement community changes, advance social justice and use research to inform and evaluate this work.

Counseling psychologists

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

Developmental psychologists

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

Educational psychologists

[Educational psychologists](#) concentrate on how 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 diverse races, ethnicities and cultures that make up America.

Engineering psychologists

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 in people? 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

[Environmental psychologists](#) study the dynamics of person–environment interactions. They define the term environment very broadly, including all that is natural on the planet as well as built environments, social settings, cultural groups and informational environments. They examine behavior evolving at various scales and from various processes (e.g., localization, globalization). They have a broad and inherently multidisciplinary focus. They recognize the need to be problem oriented, coordinating as needed with researchers and practitioners in the other fields of psychology, in related disciplines (e.g., sociology, anthropology, biology, ecology), as well as in the design fields (e.g., regional, urban and community planning; landscape architecture; architecture and engineering). Environmental psychologists explore such issues as common property

resource management, the effect of environmental stress on human effectiveness and well-being, the characteristics of restorative environments and human information processing. They also foster conservation behavior, helping people to craft durable behavioral responses to emerging biophysical limits.

Evolutionary psychologists

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

Experimental psychologists

[Experimental psychologists](#) are interested in a wide range of psychological phenomena, including cognitive processes, comparative psychology (cross-species comparisons), and learning and conditioning. They study both human and nonhuman animals with respect to their abilities to detect what is happening in a particular environment and to acquire and maintain responses to what is happening.

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

Forensic psychologists

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

Health psychologists

[Health psychologists](#) specialize in how biological, psychological and social factors affect health and illness. They study how patients handle illness, why some people don't follow medical advice and the most effective ways to control pain or change poor health habits. They also develop health care strategies that foster emotional and physical well-being. Health psychologists team up with other health care professionals in independent practice and in hospitals to provide patients with complete health care. They educate health care professionals 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. They also investigate issues that affect a large segment of society and develop and implement programs to deal with these problems. Examples include teenage pregnancy, substance abuse, risky sexual behaviors, smoking, lack of exercise and poor diet.

Industrial/organizational psychologists

[Industrial/organizational \(I/O\) psychologists](#) apply psychological principles and research methods to the workplace in the interest of improving productivity, health and the quality of work life. Many serve as human resources specialists, helping organizations with staffing, training and employee development. They may provide employers with testing and other valid selection procedures in their hiring and promotion processes. Others work as management consultants in such areas as strategic planning, quality management and coping with organizational change.

Neuropsychologists (and behavioral neuropsychologists)

[Neuropsychologists](#) (and behavioral neuropsychologists) explore the relationships between brain systems and behavior. For example, behavioral neuropsychologists may study the way the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception and behavior. They design tasks to study normal brain functions with imaging techniques such as positron emission tomography (PET), single photon emission computed tomography (SPECT) and functional magnetic resonance imaging (fMRI). Clinical neuropsychologists also assess and treat people. And with the dramatic increase in the number of survivors of traumatic brain injury, neuropsychologists are working with health care teams to help brain-injured people resume productive lives.

Quantitative and measurement psychologists

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

Rehabilitation psychologists

[Rehabilitation psychologists](#) work with stroke and accident victims, people with mental disabilities and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy and autism. They help clients adapt to their situation and improve their lives, and they frequently work with other health care professionals. They deal with issues of personal adjustment, interpersonal relations, the work world and pain management. Rehabilitation psychologists are also involved in public health programs to prevent disabilities, including those caused by violence and substance abuse. And they testify in court as expert witnesses about the causes and effects of a disability and a person's rehabilitation needs.

School psychologists

[School psychologists](#) are engaged in the delivery of comprehensive psychological services to children, adolescents and families in schools and other applied settings. They assess and counsel students, consult with parents and school staff, and conduct behavioral interventions when appropriate. Most school districts employ psychologists full time.

Social psychologists

[Social psychologists](#) study how a person's mental life and behavior are shaped by interactions with other people. They are interested in all aspects of interpersonal

relationships, including both individual and group influences, and seek ways to improve such interactions. For example, their research helps us understand how people form attitudes toward others and, when these are harmful — as in the case of prejudice — provides insight into 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).

Sport psychologists

[Sport 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 competitive and attract younger children.

Where Do Psychologists Work?

About a quarter of psychologists work at universities and 4-year colleges. About another quarter of psychologists work in hospitals and other health service settings. The other half of psychologists work in the following settings in order of prevalence: government or VA medical centers, business or nonprofit organizations, elementary or secondary schools or educational settings, medical schools, other academic settings (e.g., 2-year colleges and professional schools), and independent practice.

Work Schedules and Conditions

A psychologist's specialty and place of employment determine working conditions. For example, clinical, school, and counseling psychologists in private practice set their own hours. However, they often have evening hours to accommodate their clients. Some employed in hospitals, nursing homes, and other health facilities often work evenings and weekends, while others in schools and clinics primarily work regular weekday hours. Psychologists employed by academic institutions divide their time among teaching, research, and administrative responsibilities. Some maintain part-time consulting practices as well. In contrast to the many psychologists who have flexible work schedules, most in government and private industry have more structured schedules. Many psychologists experience deadlines and tight schedules. Their routine may be interrupted frequently. Travel may be required to attend conferences or conduct research.

Employment and Earnings

Earning potential in the field of psychology is dependent upon the amount of education obtained. The employment outlook for psychologists with Master's and Ph.D. degrees is excellent, but is also dependent upon area of specialization. In 2023, the median salary for psychologists in the US was \$92,740 (Bureau of Labor Statistics). Broken down by specialization, median salaries in 2023 were as follows:

- Industrial-organizational psychologists \$147,420
- Psychologists working in government \$115,400
- Psychologists working in hospitals \$102,660
- Psychologists working in ambulatory healthcare service \$98,380

- Clinical and counseling psychologists \$96,100
- School psychologists in elementary and secondary schools \$84,750

Employment of psychologists is projected to grow faster than average for all occupations from 2023 to 2033. During this decade, the U.S. Department of Labor expects demand to grow most for clinical and counseling psychologists (13% growth), followed by industrial-organizational psychologists (6% growth), and school psychologists (1% growth). For other psychologist occupations, employment is expected to grow by 5%.

For up-to-date information regarding employment and earnings, please visit <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>

The B.A. in Psychology: Employment Opportunities

A bachelor's degree in psychology is useful for any job or career that involves working with people. However, it is important to remember that an undergraduate degree in psychology is a liberal arts degree, not a professional degree. It does not make you a psychologist or a professional counselor. These occupations require training at the graduate level and are regulated by state law (see following section entitled, "How do I Become a Psychologist?"). Yet, according to the American Psychological Association, only 14% of psychology bachelor's degree holders earn graduate degrees in psychology.

There are many interesting and rewarding career opportunities available to individuals with a bachelor's degree in psychology that do not necessarily require graduate training. A major in psychology provides students with skills and abilities often sought employers, including: scientific reasoning and critical thinking, ethical and social responsibility, oral and written communication, and professional development (APA, 2023). Popular career options for psychology majors include: sales, professional services, management, teaching, accounting/finance/contracts, employee relations, and research (National Science Foundation, 2013). Other career options include health and medical services, technology, law, law enforcement, social and human services, military, sport, fitness, or recreation.

How Do I Become a Psychologist?

For a career in psychology beyond the supervised research or human services assistant level, graduate study is a must. Master's degree programs have two types: one prepares you for immediate employment in applied settings while the second prepares you to enter a doctoral program.

A Master's degree usually involves two years of full-time course work and any other program-specific requirements. An M.A. or an M.S. in Psychology referred to as a terminal degree makes you eligible for licensure as a licensed professional clinical counselor, licensed marriage and family therapist, or board-certified school psychologist. Students can also choose a Master of Social Work (M.S.W.) as an alternative to psychology and become a licensed clinical social worker.

Those who pursue a doctoral degree are also required by law to be licensed or certified by a state board in order to enter into your own practice without formal supervision. Ph.D. or Ed.D.

degrees emphasize a balance between applied practice and research and usually require a minimum of four years of study. To provide psychological services, another year of internship and an additional year of supervised practice may be required. Once the coursework is complete, a student must pass comprehensive exams and write and defend a dissertation.

For those interested in professional clinical, counseling, or school psychology, they may consider applying to free-standing professional schools to pursue a Psy.D., which places a greater emphasis on training students for professional practice. Students on the Psy.D. track usually complete the program in three years and spend their fourth year in an internship.

Successfully becoming licensed is facilitated by having a graduate degree that is accredited by a relevant accrediting agency (such as the Commission on Accreditation for Marriage and Family Therapy Education for marriage and family therapy degrees or the American Psychological Association for doctoral programs in clinical, counseling, or school psychology). Each state and country will have different requirements for practice which you should make yourself aware of, if you intend to practice outside of California.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY MINOR

At Seaver, a minor in Industrial/Organizational Psychology can be combined with a major in any field. A minimum of 22 units in the areas of psychology and business is required for the Industrial/Organizational minor. Those majoring in the fields of business, psychology, and sociology may find an Industrial/Organizational Psychology minor especially helpful to their career goals, but those majoring in communications, economics, political science, religion, and other fields, may find it equally beneficial. A minor in Industrial/Organizational Psychology would help students gain admission to Master degree programs in Business as well as Industrial/Organizational Psychology. The minor might also prepare students to secure employment in the human services field immediately after graduation with a Bachelor's degree. Today, Industrial/Organizational psychologists continue to be active in offering services, through the scientist/practitioner model, in settings that involve human resource management. They work in both private and non-profit sectors and in government agencies. Many offer service as professional consultants, managers, or evaluators. Other Industrial/Organizational psychologists are employed in the public policy field, designing and promoting public and private sector businesses and programs that address the psychological concerns of the work setting today. Industrial/Organizational psychologists are employed in such fields as corporate industry, educational and research organizations, health and human services. Master and Doctoral programs in Industrial/Organizational psychology encourage training at the Bachelor's level.

GRADUATE STUDY IN PSYCHOLOGY

Next, we provide information about applying to graduate programs in psychology. For more detailed information, the American Psychological Association provides a free series of 12 videos that advise prospective graduate students about the preparation, application, interview, and admissions processes for graduate school. These videos can be accessed at <https://www.apa.org/education-career/grad/application-video-series>.

Graduate School Admission Criteria

Undergraduate Course Work: Most graduate programs in psychology prefer or require the equivalent of a major or minor in psychology. Courses outside the psychology major in math and science are also desirable. Experimental and clinical graduate programs tend to regard research methods courses and psychology laboratory courses as very important. Experimental graduate programs tend to rank statistics, experimental, and learning/cognitive as the most important undergraduate courses. Clinical and counseling graduate programs tend to rank statistics, clinical, experimental, personality, developmental, testing, and learning as most important. Educational graduate programs rank statistics, developmental, testing, experimental, abnormal, and personality as most important.

Undergraduate GPA: Individual program criteria vary but in general, master's level programs usually require a GPA of 3.0 or better. Doctoral programs require a higher GPA, typically 3.5 or higher.

Research and Clinical Experience: It is generally expected for applicants to clinical or counseling graduate programs to have clinically related experience, such as clinical fieldwork or practicum experience which can be obtained through volunteer work, internships, and/or service-learning experiences. Most clinical and experimental graduate programs regard research experience as very important. Undergraduates who have presented a paper at a convention or published a journal article stand out among the many applicants to graduate programs.

Graduate Record Exam (GRE): If you know the graduate schools to which you would like to apply, you can check the required and preferred GRE scores. This information is available in the American Psychological Association's Graduate Study in Psychology database, to which you can subscribe for 3-, 6-, or 12-month. It is helpful to prepare for the GRE in order to improve knowledge of the content covered. In addition, becoming familiar with the exam format and structure can increase efficiency and reduce anxiety while testing. The Educational Testing Service publishes official GRE preparation books. Study programs can be obtained from third-party companies as well. Taking practice tests can be particularly useful when preparing to take the GRE.

Letters of Recommendation: Most graduate programs require letters of recommendation from academic/professional references who know you well. Programs typically require 3 letters from different individuals. These letters are the most important nonobjective criteria, so take care in who you ask to write your letters. Seek out individuals who have pertinent and favorable things to say about you. For example, consider asking professors in whose classes you have earned an A, professors whom you have had for more than one class, and/or professors you have gotten to know through additional activities outside of class. Once professors have agreed to write a letter for you, try to make it as easy as possible for your letter writers to provide a strong recommendation. We recommend sending the following information to letter writers 4-6 weeks prior to the first deadline:

- Checklist of schools you're applying to with program names and recommendation deadlines
- Resume (be sure to include a phone number)
- Statement of your research interests and career goals
- Grade point averages (overall and psychology)

- List of psychology (or other relevant) courses completed and the grades you earned
- The specific semesters in which you have taken classes with the professor (unless current semester only)

How to Prepare a Personal Statement

Most graduate schools require a personal statement as a part of your application. This statement is often centered around your interest in psychology, your personal background, the reasons you are applying to that particular graduate program, and your career and personal objectives. Although a well-written personal statement will not overcome poor grades or low GRE scores, a poor one will surely hurt your chances of acceptance. This statement is often reviewed for your fit with the program, any especially desirable qualifications, the clarity of your plans, and your writing skills! Before you begin your statement for each school, read as much about their program as possible so that you can tailor your statement to the program and describe how you are a good fit. Hogan (2016) provides the following tips:

- Customize your statement to the directives of each program so that you are providing the information they are asking for.
- Include detailed information about your career goals, desired academic specialty, and research interests
- Describe in detail what might set you apart and make you a good candidate (e.g., what specifically did you do for a research experience or internship and what did you learn from it?)
- Avoid humor, hyperbole (most, best, never etc.), and stories of hard luck (avoid describing personal mental health symptoms/diagnoses or family distress)

A Suggested Timeline for Graduate School Application

Following is a timetable for the college years to assist students who plan to attend graduate school. It may be helpful to post a copy of this time-line in an obvious place and check the activities as you finish them.

FIRST YEAR

- Ideally, take PSYC 210 first semester and PSYC 250 second semester
- Focus on GE requirements
- Start exploring the subdisciplines of psychology
- Start exploring career options in psychology

SECOND YEAR

- Complete PSYC 310
- Become acquainted with at least one or two faculty members in the psychology department
- Determine eligibility for Psi Chi
- Explore fieldwork opportunities in clinical settings
- Continue to investigate various career choices
- Talk with professors who conduct research and/or clinical activities of interest to you and discuss the possibility of becoming involved

- Find out what psychology conferences are held in your region and attend as many as possible
- Read publications related to careers in psychology and preparing for graduate school (see section entitled, “Informational Resources for Psychology Majors”)
- Maintain a grade of "B" or better in all psychology courses

JUNIOR YEAR

- Take more advanced psychology courses
- Become involved in a research project with a faculty member (e.g., through the Psychology Honors Program, an independent study project, or the undergraduate summer research program)
- Develop a tentative list of faculty to write letters of recommendation
- Attend state, regional, and national psychology conventions and conferences
- Participate in fieldwork through course work, volunteer work, an internship, or work
- Begin investigating prospective graduate programs and requirements
- Consider summer jobs or educational/research opportunities related to psychology

SUMMER PRIOR TO SENIOR YEAR

- Obtain information about graduate programs you are interested in: learn about the application process, inquire about financial aid, etc.
- Begin preparation for the GRE
- Prepare a resume emphasizing your psychology-related extracurricular activities (e.g., meetings and volunteer work), research experience, and work in clinical settings
- Earn or save money to pay for application fees (some schools waive this fee because of financial hardship; this needs to be checked with each school)
- Obtain summer employment, experience, or education related to psychology

SENIOR YEAR – FIRST SEMESTER

- Take the GRE no later than October
- Complete personal statement and have it checked by a faculty member
- Request letters of recommendation from faculty (include referee packet)
- Submit an abstract of a research project to a regional or national conference
- Request that your undergraduate transcripts be sent to all of the institutions you are applying to
- Obtain information on available fellowships, scholarships, assistantships, and loans not associated with the institutions to which you plan to apply
- Submit graduate school applications
- Follow up with the individuals writing your letters of recommendation one week before each deadline if they have not been submitted yet (a friendly reminder)

SENIOR YEAR - SECOND SEMESTER

- Follow-up with schools to confirm that your application is complete
- Prepare for possible interviews
- Present your research at a regional or national conference
- **Celebrate - You’ve survived the application process!**

Applying for Graduate Funding

Several forms of graduate funding are available to provide financial support for graduate students. Available funding opportunities vary by school. For example:

- Fellowships -- scholarships for graduate study
- Grants -- monetary awards usually to conduct a research project
- Teaching assistantships -- part-time teaching apprenticeships
- Research assistantships -- part-time research apprenticeships

In addition, students can apply for portable fellowship (see below). Receiving such a fellowship stands out to admissions committees who see this achievement as an indication of future academic success. Receiving graduate funding also demonstrates to potential employers that the student has the ability to secure funding and work with funding agencies.

The following are examples of portable fellowships:

National Science Foundation Graduate Research Fellowship

https://www.nsfgrfp.org/general_resources/about

Ford Foundation Global and International Fellowships

<https://www.fordfoundation.org/work/investing-in-individuals/>

American Psychological Association Minority Fellowship Programs

<https://ldi.apa.org/programs/minority-fellowship-program>

INFORMATIONAL RESOURCES FOR PSYCHOLOGY MAJORS

The following publications contain information about careers in psychology and information pertaining to graduate school admission.

American Psychological Association's webpages about subfields and career paths in psychology:

<https://www.apa.org/education-career/guide>

American Psychological Association's video series, Preparing and Applying for Graduate School in Psychology: <https://www.apa.org/education-career/grad/application-video-series>

American Psychological Association's *Graduate study in psychology* online database:

<https://www.apa.org/pubs/databases/gradstudy>

Norcross, J. C., & Sayette, M. A. (published annually) *Insider's guide to graduate programs in clinical and counseling psychology*. The Guilford Press.

Silvia, P. J., Delaney, P. f., & Marcovitch, S. (2016). *What psychology majors could (and should) be doing*, 2nd Ed. Washington, D.C.: American Psychological Association.

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