

Psychology Advisory Handbook

This handbook was prepared by
Cindy Miller-Perrin
and
Tomás Martínez

This handbook is dedicated to

Dr. Ola Barnett

*whose 28 years of service to the psychology major
have made a significant impact on so many students.*

WELCOME

Welcome to Pepperdine University's Psychology Major! The psychology faculty has prepared this handbook for you, regardless of whether you are a freshman considering a major area of study, a sophomore contemplating the uncertainty of your future, or someone who simply wants to know more about the psychology major or psychology in general. The handbook contains information pertaining to advising procedures in the psychology department; the psychology curriculum and faculty; career, research, and graduate school opportunities in psychology; and the organizations, honors, and activities available to Pepperdine 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 those areas of specialization within psychology that will capture your interest and, around which, you can build your future. It is suggested that once you review the information in this booklet, that you make an appointment with your psychology faculty advisor, in order to answer any of your remaining questions or clarify the information contained within the handbook. The psychology faculty wants to take this opportunity to wish you the best of luck in all your academic endeavors. We hope that the information in this handbook will serve you well.

INTRODUCTION

The Mission of the Pepperdine Psychology Faculty

The mission of the Pepperdine University Psychology Faculty is to prepare students for their academic, professional, and personal futures by providing them with 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; and learn the principles, theories, methods, ethics, and applications of contemporary psychology. This process occurs in a challenging academic atmosphere characterized by a faculty dedicated to student development, active scholarship, professional activities, and community service.

What is Psychology?

Psychology is the study of human and animal behavior (normal and abnormal) and the psychological, social, and biological processes related to that behavior. Psychology is a science, an academic discipline, and an exciting profession. 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, and preserving the dignity of human beings.

The American Psychological Association (APA) currently recognizes the following 56 subfields in psychology that are represented as divisions within the Association.

Divisions of the American Psychological Association

1. Society for General Psychology
2. Society for the Teaching of Psychology
3. Experimental Psychology
4. There is no Division 4
5. Evaluation, Measurement, and Statistics
6. 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. Society for 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. Psychopharmacology and Substance Abuse
29. Psychotherapy
30. Society of Psychological Hypnosis
31. State, Provincial, and Territorial Psychological Association Affairs
32. Humanistic Psychology
33. Intellectual and Developmental Disabilities
34. Population and Environmental Psychology
35. Society for the Psychology of Women
36. Psychology of Religion
37. Society for Child and Family Policy and Practice
38. Health Psychology
39. Psychoanalysis
40. Clinical Neuropsychology
41. American Psychology-Law Society
42. Psychologists in Independent Practice
43. Family Psychology
44. Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues
45. Society for the Psychological Study of Ethnic Minority Issues
46. Media Psychology
47. Exercise and Sport Psychology
48. Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division
49. Group Psychology and Group Psychotherapy
50. Addictions
51. Society for the Psychological Study of Men and Masculinity

52. International Psychology
53. Society of Clinical Child and Adolescent Psychology
54. Society of Pediatric Psychology
55. American Society for the Advancement of Pharmacotherapy
56. Trauma Psychology

Why Study Psychology at Pepperdine University?

Students studying psychology at Pepperdine University will receive an education designed to provide the opportunity to develop the following knowledge, skills, and attitudes, helpful to future educational, professional, and personal success.

- a solid knowledge base of psychological concepts, theories, issues, and terms
- the ability to gather and synthesize information from a variety of sources
- the critical thinking skills that will enable you to analyze and evaluate the knowledge you acquire
- the communication skills necessary to write and speak in a clear and convincing manner
- the interpersonal skills that will lead you to be tolerant of, helpful to, and successful with others
- the practical experience necessary to explore and refine your post-graduate goals

Receiving a liberal arts education at Pepperdine University 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 challenging 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 academic excellence, clear expectations, and faculty support.

THE FACULTY

An Introduction to the Faculty

Pepperdine University's Psychology Department has an active and scholarly faculty whose educational background, 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-Van T. Bui

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

TEACHES: PSYC 250, PSYC 310, PSYC 333, PSYC 334, PSYC 442

EXPERTISE: social psychology, statistics

PUBLICATION AREAS: academic achievement, adolescent issues, relationships

OFFICE: Appleby Center 235

PHONE: (310) 506-4805

E-MAIL: Khanh.Bui@pepperdine.edu

Michael M. Folkerts

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

TEACHES: PSYC 200, PSYC 343, 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 200, PSYC 210, PSYC 322, PSYC 434, PSYC 456

EXPERTISE: developmental psychology, child clinical psychology

PUBLICATION AREAS: development of body image and eating disorders, disordered eating and athletes, infant emotional development

OFFICE: Appleby Center 240

PHONE: (310) 506-4128

E-MAIL: Jennifer.Harriger@pepperdine.edu

Elizabeth Krumrei

DEGREE: Ph.D., Clinical Psychology, Bowling Green State University, Ohio

TEACHES: PSYC 310, PSYC 430, PSYC 432, PSYC 590

EXPERTISE: psychology of religion and spirituality; clinical child psychology

PUBLICATION AREAS: divorce, psychology of religion and spirituality (spiritual struggles, religious coping, spiritually-sensitive therapy)

OFFICE: Appleby Center 242

PHONE: (310) 506-4186

E-MAIL: Elizabeth.Krumrei@pepperdine.edu

Tomás E. Martínez

DEGREE: Ph.D., Community Psychology, University of Michigan

TEACHES: PSYC 210, PSYC 323, PSYC 332, PSYC 433

EXPERTISE: community/clinical psychology and mental health, cross-cultural psychology, program/organizational psychology

PUBLICATION AREAS: Hispanic mental health systems, child abuse

OFFICE: Appleby Center 231

PHONE: (310) 506-4350

E-MAIL: Tomas.Martinez@pepperdine.edu

Cindy L. Miller-Perrin

DEGREE: Ph.D., Clinical Psychology, Washington State University

TEACHES: PSYC 200, PSYC 322, PSYC 434, PSYC 453, PSYC 590

EXPERTISE: child-clinical, development, research methods

PUBLICATION AREAS: child maltreatment, family violence, prevention, faith and vocation

OFFICE: Appleby Center 249

PHONE: (310) 506-4027

E-MAIL: Cindy.Perrin@pepperdine.edu

Steven V. Rouse

DEGREE: Ph.D., Personality Research, The University of Minnesota
TEACHES: PSYC 200, PSYC 210, PSYC 315, PSYC 321, PSYC 452
EXPERTISE: psychological assessment of psychopathology, personality, substance abuse
PUBLICATION AREAS: assessment of substance abuse, personality assessment
OFFICE: Appleby Center 201C
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
EXPERTISE: cognitive psychology, statistics, research methods, stress and memory
PUBLICATION AREAS: mood and implicit learning, emotion and false memory
OFFICE: Appleby Center 250
PHONE: (310) 506-6947
E-MAIL: Janet.Trammell@pepperdine.edu

Faculty Biographies

Pepperdine's psychology faculty is dedicated to undergraduate teaching and professional development. They perform research in a variety of specialties, present their results at national conferences, and publish articles and chapters in professional journals and books. They work with various client populations, serve as consultants to other colleges, universities, and businesses, and sponsor student-oriented projects. Exposure to this professional involvement enables psychology majors to achieve beyond customary expectations and to develop significant relationships with the faculty who helped them attain their goals. 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, autobiographies of all psychology faculty members follow.

Khanh-Van T. 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 personal interests include spending time with her family, reading, and watching foreign films.

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. Her dissertation examined factors that predispose or protect gymnasts from disordered eating and body dissatisfaction. Additionally, she is interested in the development of body image and the internalization of the thin ideal in young children.

Elizabeth Krumrei grew up in Rotterdam, The Netherlands until attending Pepperdine University where she obtained a B.A. in Psychology in 2003 and an interdisciplinary M.A. in Religion and Counseling in 2004. Subsequently she received a Ph.D. in Clinical Psychology 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 psychology and experience working with children and families at a community mental health center. Dr. Krumrei completed her pre-doctoral internship at Kansas State University where she conducted individual and group therapy with college students and taught courses. She completed her post-doctoral clinical training at the Pepperdine Counseling Center. Dr. Krumrei continues to be fascinated by all that the field of psychology has to offer. She enjoys the performing and visual arts, spending time outdoors, and traveling.

Tomás E. Martínez is a native Californian who attended California State University, Long Beach where he graduated with a B.A. in Psychology in 1972. He graduated from the University of Michigan with a Ph.D. in Community Psychology in 1979. After teaching a year at the University of California, Riverside, he began teaching at the Seaver College campus with the graduate program in Community/Clinical Psychology. Dr. Martinez currently holds a joint appointment with Seaver College and the Graduate School of Education and Psychology. He is a community psychologist who specializes in mental health systems, cross cultural psychology, and family violence research related to spousal abuse and child abuse and neglect. He is also a consulting psychologist to a non-profit mental health agency in the San Fernando Valley.

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 in 1983. 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. Most of her research and publications are in the area of child maltreatment, including three books entitled, Preventing Child Sexual Abuse: Sharing the Responsibility (1992; coauthored with Wurtele), Family Violence Across the Lifespan (Third Edition) (2011; with Barnett and Perrin), and Child Maltreatment: An Introduction (Third Edition) (2013; with Perrin). 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 pervasive developmental disorders, 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 has focused on many uses of the Minnesota Multiphasic Personality Inventory--2 (including its use in substance abuse treatment, sexual harassment litigation, and assessment of gender dysphoric disorder) but he has also conducted research on other personality-related topics, such as the accuracy of personality perception among strangers who meet in chat-rooms and self-worth based on a belief in a universally-loving God. His wife is Stacy Rouse; they have two boys (Dominic, born in 1999, and Ian, born in 2002) and a Newdle (Newfoundland/Poodle mix) named Cocoa. 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. degree in astrophysics. After her Ph.D., she stayed at UVA for one year as a postdoctoral research associate. She is an avid hiker, snowboarder, and cyclist, and lover of all things outdoors. She and her husband enjoy travel, seeing new places, and experiencing different cultures.

ACADEMIC ADVISING

Academic Advising for Psychology Majors

Student development is an avowed goal of the psychology faculty, and the key to its success is a strong, well-organized, and caring advising system. The psychology faculty believes 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 individual student as he or she progresses through college. Because the undergraduate experience includes co-curricular as well as academics, psychology advisers are also available to help students with their personal, social, ethical, and career-planning development. To successfully accomplish these ends, academic advisors in psychology 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 personal 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 psychology as a liberal arts undergraduate foundation for subsequent training in other professions, and (3) are generally interested in understanding human behavior. Because graduate study is usually required for careers in the psychological professions, the major is designed to give adequate preparation for such study. 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. There are 8 units of lower-division requirements, 8 units of upper-division requirements, and 27 additional upper-division units within several mandated categories.

COURSE REQUIREMENTS

Lower- and Upper-Division Core Courses -- 16 units

PSYC210	Foundations of Psychology*	(4)
PSYC250	Introductory Statistics*	(4)
PSYC310	Research Methods in Psychology	(4)
PSYC315	Psychological Testing and Assessment	(4)

Students must earn at least a “C-” in the above four courses.

Choose one course from each content area listed below (13-16 units). The required courses listed above are all prerequisites for all subsequent courses.

Individual Differences

PSYC321	Personality**	(4)
PSYC322	Lifespan Developmental Psychology**	(3)
PSYC323	Abnormal Psychology**	(4)

Social/Group Processes

PSYC332	Cross-Cultural Psychology	(4)
PSYC333	Social Psychology**	(3)
PSYC334	The Psychology of Women	(3)

Learning/Cognitive Principles

PSYC341	Principles of Learning**	(4)
PSYC342	Cognitive Processes**	(3)
PSYC343	Comparative Animal Behavior	(4)

Biological Principles

PSYC371	Sensation and Perception	(4)
PSYC372	Physiological Psychology**	(4)
PSYC373	Psychopharmacology	(4)

Capstone Courses

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

Applied Practice

PSYC430	Counseling Theory and Techniques	(4)
PSYC432	Family Therapy	(4)
PSYC433	Industrial/Organizational Psychology	(3)
PSYC434	Child Clinical Psychology	(4)

Integrative Experiences

PSYC442	Intermediate Statistics and Computer Applications**	(4)
PSYC452	Psychology and Religion	(3)
PSYC590	Research in Psychology**	(1-6)
PSYC595	Supervised Field Work/Internship (CR/NC only)**	(1-4)

*Satisfies general education requirement

**Courses especially recommended for students considering graduate work in psychology

Specialized Interest Courses

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

PSYC230	Interpersonal Behavior (CR/NC only)	(3)
PSYC453	Positive Psychology	(3)
PSYC456	Body Image and Eating Disorders	(4)

Student Behaviors That Leave an Impression

One piece of the academic advising puzzle that is often overlooked is how student behaviors are related to their academic success. Teachers 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 them and the subject matter they teach. Students are urged to read this list in order to gain a better understanding of how their classroom behaviors are interpreted by their teachers.

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. cutting 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 considers student/faculty research collaboration to be an essential component of an undergraduate education in psychology. Opportunities for such collaboration are often available in several areas including cognitive psychology, family violence, child clinical psychology, and social 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 also 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 Convention, the Western Psychological Association, and the Rocky Mountain Psychological Association. Some sample titles of student-faculty collaborative presentations follow:

“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 available 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 the degree of congruence between the topic of students' proposed honors projects and the expertise of the regular members of the psychology faculty. Students are selected by a committee 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 PSYC 590.01: Advanced Research Seminar. During the first semester of the program, the student will design an original experiment including the formulation of a hypothesis, completion of a literature review, and creation of a research design under the supervision of one of the psychology professors. Students will be required to formally present their research proposals to the psychology faculty and the other students in the class. Students must also take PSYC 442 prior to, or concurrent with, the first semester of the Advanced Research Seminar. During the second semester of the program, students will 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 for publication as well as successfully complete an oral research presentation before the psychology faculty and students. Upon successful completion of these research requirements, the psychology faculty will recommend that students' transcripts and diplomas be marked "Honors in Psychology." It is expected that the research will be presented at a local, regional or national professional psychological conference.

Independent Research Study - This independent study course (PSYC 590) includes 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 Assistant - Students may volunteer as a research assistant to a psychology professor conducting his or her own research. 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) - Students may participate in this program which 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 in this program. Students will receive one unit of scholarship (if eligible for aid).

Summer Undergraduate Research Program - Students may participate in this program, 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 599 (Directed Studies) or PSYC 590 (Research in

Psychology) and may register for up to a total of 8 units over the 12-week session. Psychology faculty recruits and selects student participants. Interested students should contact individual faculty members to inquire about the possibility of being involved in the program.

FIELD EXPERIENCES IN PSYCHOLOGY

Community Involvement

The Volunteer Center offers a variety of 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 contact the Volunteer Center at (310) 506-4143 or ext. 4143.

Field Internships

The psychology department offers a specific course entitled Supervised Field Work (PSYC 595) 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 mental retardation, drug abuse, educationally or physically handicapped children, 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 school credit.

Service Learning

Pepperdine University also offers a service-learning program, which is a new approach to education. Service Learning can be characterized by two words: relevance and flexibility. As a teaching tool, service-learning works to build on the experiential learning theory offered by David A. Kolb. Similar to the seven steps involved in scientific research, service-learning allows in its process the components of experimentation, experience, reflection, and conceptualization. Service-learning is relevant because it offers both those giving and receiving service opportunities for an enhanced understanding and, hopefully, a better existence. Relevancy from a faculty perspective is identified in the role this first hand experience plays in the learning process. Learning is more effectively achieved through active experimentation as in lab experiments or fieldwork assignments. Service-learning is not much different. Rather, it is an extension and a clarifying of that process while instilling a sense of ownership and civic duty. Service-learning is integrated into your regular course work, and thus you will be receiving a grade for the units. If you are interested, please speak to your academic advisor for more information.

ORGANIZATIONS, HONORS, AND ACTIVITIES

The psychology department provides information about, and opportunity for, involvement and recognition in psychological associations, honor societies, and clubs. The psychology department encourages its students to develop their self-confidence and leadership skills by participating in the following organizations:

American Psychological Association

The American Psychological Association (APA) is a professional society of more than 70,000 teachers, researchers, professionals, and students that advances psychology as an academic discipline, a science, and a means of promoting human welfare. 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, and membership application forms are located on the psychology bulletin board or can be obtained from Dr. Cindy Miller-Perrin, APA liaison.

Psi Chi National Honor Society

The Psi Chi National Honor Society is the national 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 3.0 and who rank in the upper 35 percent of their class (e.g., sophomore, junior, senior), are eligible to apply. Psi Chi membership is for a lifetime, and a one time fee of \$50.00 covers the national registration and chapter fees, with no monthly 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 your scholastic achievement and interest in psychology, but recognizes your educational training as well, e.g., the caliber of your professors, the quality of the psychology curriculum, and the accreditation of your school. At the regional level, Psi Chi members have the opportunity to present their research papers. The national organization holds a convention in conjunction with the APA, sponsors undergraduate research award programs, and publishes a national quarterly newsletter, free to members and available in the GA offices. Almost all applications for graduate school and employment ask for honors, which are difficult to obtain after one leaves school. Membership is open only as a student; it is not available after graduation. Membership records are preserved at Psi Chi's National office and may be used for references without charge. Pepperdine has a vital Psi Chi club where guest speakers, movies, and parties are arranged for members.

CAREERS IN PSYCHOLOGY

What Choices Do I Have in the Field?

The freshman year is not too soon to be considering opportunities in the field of psychology. Although there are many different types of psychologists, there are primarily five major areas of emphasis to consider as possible areas of training (Wise, 1987). It is important to realize that many psychologists perform in more than one of these roles simultaneously (e.g., the college teacher who counsels students, performs research, consults with other teachers to improve their testing procedures, and acts as the chairman of the department).

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.

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 more narrow focus on an area of psychological specialization. The following description of 15 areas (from APA's Careers in Psychology booklet) will serve as an introduction for students into several subspecialties in psychology.

CLINICAL PSYCHOLOGY: Clinical psychologists assess and treat people with psychological problems. They may act as therapists for people experiencing normal psychological crises (e.g., grief) or for individuals suffering from chronic psychiatric disorders. Some clinical psychologists are generalists who work with a wide variety of populations, while others work with specific groups like children, the elderly, or those with specific disorders (e.g., schizophrenia). They may be found in hospitals, community health centers, or private practice.

COGNITIVE PSYCHOLOGY: Cognitive psychology deals with how people perceive, learn, remember, and think about information. Cognitive psychologists typically work in an academic or research setting, but the applications of their research are widespread. A cognitive psychologist might study how people perceive various shapes, why they hear their names whispered in a crowded room, why they forget some facts but not others, or how they play chess or solve everyday problems.

COUNSELING PSYCHOLOGY: Counseling psychologists do many of the same things that clinical psychologists do. However, counseling psychologists tend to focus more on persons with adjustment problems, rather than on persons suffering from severe psychological disorders. Counseling psychologists are employed in academic settings, community mental health centers, and private practice. Recent research tends to indicate that training in counseling and clinical psychology is very similar.

DEVELOPMENTAL PSYCHOLOGY: Developmental psychologists study how we develop intellectually, socially, emotionally, and morally during our lifespan. Some focus on just one period of life (e.g., childhood or adolescence). Developmental psychologists usually do research and teach in academic settings, but many act as consultants to day-care centers, schools, or social service agencies.

EXPERIMENTAL PSYCHOLOGY: This area of specialization includes a diverse group of psychologists who do research in the most basic areas of psychology (e.g., learning, memory, attention, cognition, sensation, perception, motivation, and language). Sometimes their research is conducted with animals instead of humans. Most of these psychologists are faculty members at colleges and universities.

EDUCATIONAL PSYCHOLOGY: Educational psychologists are concerned with the study of human learning. They attempt to understand the basic aspects of learning and then develop materials and strategies for enhancing the learning process. For example, an educational psychologist might study reading and develop a new technique for teaching reading from the results of the research.

SOCIAL PSYCHOLOGY: Social psychologists study how our beliefs, feelings, and behaviors are affected by other persons. Some of the topics of interest to social psychologists are attitudes, aggression, prejudice, love, and interpersonal attraction. Most social psychologists are on the faculty of colleges and universities, but an increasing number are being hired by hospitals, federal agencies, and businesses to perform applied research.

SCHOOL PSYCHOLOGY: School psychologists are involved in the development of children in educational settings. They are typically involved in the assessment of children and the recommendation of actions to facilitate students' learning. They often act as consultants to parents and administrators to optimize the learning environments of specific students.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: Industrial/Organizational (I/O) psychologists are primarily concerned with the relationships between people and their work environments. They may develop new ways to increase productivity or be involved in personnel selection. You can find I/O psychologists in businesses, industry, government agencies, and colleges and universities. I/O psychologists are probably the most highly paid psychologists.

PHYSIOLOGICAL PSYCHOLOGY: Physiological psychology is one of psychology's hottest areas because of the recent dramatic increase in interest in the physiological correlates of behavior. These psychologists study both very basic processes (e.g., how brain cells function) and more observable phenomena (e.g., behavior change as a function of drug use or the biological/genetic roots of psychiatric disorders). Some physiological psychologists continue their education in clinical areas and work with people who have neurological problems.

ENVIRONMENTAL PSYCHOLOGY: Environmental psychologists are concerned with the relations between psychological processes and physical environments ranging from homes and offices to urban areas and regions. Environmental psychologists may do research on attitudes toward different environments, personal space, or the effects on productivity of different office designs.

HEALTH PSYCHOLOGY: Health psychologists are concerned with psychology's contributions to the promotion and maintenance of good health and the prevention and treatment of illness. They may design and conduct programs to help individuals stop smoking, lose weight, manage stress, prevent cavities, or stay physically fit. They are employed in hospitals, medical schools, rehabilitation centers, public health agencies, and in private practice.

FAMILY PSYCHOLOGY: Family psychologists are concerned with the prevention of family conflict, the treatment of marital and family problems, and the maintenance of normal family functioning. They design and conduct programs for marital enrichment, pre-marital preparation, and improved parent-child relations. They also conduct research on topics such as child abuse, family communications patterns, and the effects of divorce and remarriage. Family psychologists are often employed in medical schools, hospitals, community agencies, and in private practice.

REHABILITATION PSYCHOLOGY: Rehabilitation psychologists work with people who have suffered physical deprivation or loss at birth or during later development as a result of damage or deterioration of function (e.g., resulting from a stroke). They help people overcome both the psychological and situational barriers to effective functioning in the world. Rehabilitation psychologists work in hospitals, rehabilitation centers, medical schools, and in government rehabilitation agencies.

PSYCHOMETRICS and QUANTITATIVE PSYCHOLOGY: Psychometric and quantitative psychologists are concerned with the methods and techniques used to acquire and apply psychological knowledge. A psychometrist revises old intelligence, personality, and aptitude tests and devises new ones. Quantitative psychologists assist researchers in psychology or other fields to design experiments or interpret their results. Psychometrists and quantitative psychologists are often employed in colleges and universities, testing companies, private research firms, and government agencies.

PSYCHOLOGY AND THE LAW and FORENSIC PSYCHOLOGY: Psychology and the law studies legal issues from a psychological perspective (e.g., how juries decide cases) and psychological questions in a legal context (e.g., how jurors assign blame or responsibility for a crime). Forensic psychologists are concerned with the applied and clinical facets of the law such as determining a defendant's competence to stand trial or if an accident victim has suffered physical or neurological damage. Jobs in these areas are in law schools, research organizations, community mental health agencies, and correctional institutions.

NEWER AREAS OF SUBSPECIALTY: Some relatively new specialties include cognitive psychology, neuropsychology, and geropsychology. Neuropsychologists study the relation between the

brain and behavior. They often work in stroke and head injury programs. Geropsychologists deal with the special problems faced by the elderly. The emergence and growth of these specialties reflects the increasing participation of psychologists in providing direct services to special patient populations.

Where Do Psychologists Work?

The majority of work done by psychologists is in application and practice. Teaching, administration and management, and research are next, in that order. Masters psychologist's specialty areas include settings with an emphasis in the fields of Clinical and Community; Developmental, Personality and Social Counseling, Family, and School psychology. Doctorate level psychologists would also include an emphasis in settings that are Experimental or Physiological in nature. Universities are the first settings where the majority of psychologists work. Hospitals and clinics are second. Four year colleges are third. In a tie for fourth place are: regional school districts, elementary and secondary schools, private practice, government agencies, business and industry.

Working Conditions

A psychologist's specialty and place of employment determine working conditions. For example, clinical, school, and counseling psychologists in private practice have pleasant, comfortable offices and 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 daytime 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. Reading and writing research reports, they often work alone. Many experience deadlines, tight schedules, and overtime work. 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 MAs and Ph.D.s is excellent, but is also dependent upon area of specialization. The median starting salary in 2006-2007 for a new faculty member who was a new doctorate recipient ranged from \$48,500-\$59,500. The median salary in 2006-2007 for full-time faculty in U.S. Master's Departments of Psychology range from \$37,000 for Lecturers to \$50,349 for Assistant Professors to \$63,450 for Associate Professors to \$88,074 for Full Professors. The survey also revealed that only 0.7% of all members of APA with Ph.D.s were unemployed, a rate significantly lower than for other similarly prepared social scientists. Opportunities in both the private and public sectors should increase as demand for the expertise of psychologists (e.g., to increase job satisfaction and performance) and support for special groups (e.g., the aged) continues to grow. The future looks particularly promising for those with advanced degrees in clinical, counseling, health, and industrial/organizational psychology. In 2003, the median salary for Educational Administration ranged from \$80,500-\$145,000. The overall median 11-12-month salary for Health Service Administrators at the doctoral level was \$75,000. For Research Positions, the median salary ranged from \$52,000-\$121,500. The overall 11-12-month median salary for licensed doctoral-level Clinical Psychologists was \$75,000. In Counseling Psychology, the median salary ranged from \$46,000-\$90,500. The overall median 11-12-month salary for doctoral-level Industrial/Organizational Psychologists was \$105,000. The probability of attaining challenging and rewarding employment with these degrees can be substantially enhanced with supporting education or experience in quantitative research methods and computer applications. For more detailed information regarding employment and earnings, please visit the following web-sites: <http://www.bls.gov/oco/ocos056.htm> and <http://research.apa.org/>

The B.A. in Psychology: Employment Opportunities

A simple response to the question, “What can I do with a B.A. in Psychology?” might be, “just about anything that involves working with people.” It is important to remember, however, that the undergraduate major 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 specific training at the graduate level and are regulated by state law (see following section entitled, “How do I Become a Psychologist?”). While some occupations in psychology require graduate training, there are many interesting and rewarding career opportunities available to individuals with a bachelor’s degree in psychology. Zeller (1988) attempted to delineate some of the specific job opportunities associated with human services that are available for psychology graduates. Following is a partial list of the human services job titles whose descriptions and qualifications are compatible with the knowledge and skills of a college graduate with a bachelor’s degree in psychology.

activity director	director of human services
addiction counselor	director of education
admissions market analyst	director of planned parenthood
admissions public relations director	director of youth service bureau
admissions recruiter	educational salesperson
adolescent care technician	educational textbook representative
adolescent chemical dependency counselor	employee assistance program specialist
advertising trainee	employment counselor
advisor-educator	foster home parent
affirmative action officer	group home coordinator
agency representative	group home counselor
airline reservations clerk	group home parents
alcohol counselor	head of fund raising
arena and sports facility instructor	house parent
assistant youth coordinator	human relations director
behavior analyst	human services technician
camp staff director	infant stimulation teacher
caretaker	instructor-handicapped adult program
case worker	insurance agent
chemical dependency counselor	investigator
child care counselor	juvenile justice planner
child care worker	juvenile prevention program coordinator
child protection worker	management trainee
circulation manager	marketing manager
college admissions representative	mental retardation professional
community correctional service worker	park and recreation director
community outreach coordinator	personnel analyst
community service coordinator	personnel coordinator
consultant	private school representative
counselor aide	private tutor
counselor/therapist	probation officer
county personnel officer	police training coordinator
customer relations	rehabilitation aide
daily living aide	research analyst/planner
day-care aide	research assistant
deputy juvenile probation officer	resident caretaker
director of activity and recreation	residential director
director of alumni relations	resource developer
director of day-care center	retail manager

salesperson
secretary
security officer
social service director or supervisor

social studies teacher
statistical assistant
trainer-coordinator
youth worker

How Do I Become a Psychologist?

The first step in becoming a psychologist is choosing to pursue a Bachelor's degree in Psychology. This degree will provide you with a strong foundation to receive advanced training towards a graduate degree, which will, in turn, lead you towards a career as 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 is where they prepare you for immediate employment in applied settings while the second type prepares you to enter a doctoral program. Some of these programs are within institutions which do not offer a doctoral program. Thus, these graduates must apply to a doctoral program once they fulfill the requirements for the master's degree at that institution.

Secondly, not all of the credits are transferred from the master's to the doctoral program, which may mean a repetition of course work in the doctoral program. The number of credits accepted or not varies from program to program. A Master's degree is usually two years of full-time course work and any other requirements per program needed in order to graduate. In a doctoral degree program, a minimum of four years of study are the usual requirements. If your eventual goals include providing psychological services, then another year of internship and an additional year of supervised practice may be applicable. Usually, a graduate student works with a professor, learning how to conduct research.

Once the course work is completed, the student must pass the comprehensive exams and write and defend his/her dissertation. These schools usually offer the traditional Ph.D. or Ed.D. diplomas. However, for those interested in professional clinical, counseling, or school psychology, they may consider applying to free-standing professional schools, some of which offer the Psy.D., which places a greater emphasis on training students for professional practice, whereas the traditional programs emphasize a balance between both research and practice. Students on the Psy.D. track usually complete the program in three years and spend their fourth year in an internship.

An M.A. or an M.S. in Psychology is the equivalent of a terminal degree, in that, once you have received a Master's degree, then you may be eligible for licensure and Board certification as a school psychologist, or Marriage and Family therapist. Many students choose the Master of Social Work (M.S.W.) as an alternative to Psychology. The licensed marriage and family therapist (M.F.T.) or the licensed clinical social worker (L.C.S.W.) may practice as an independent therapist in the State of California. The M.S.W. is transferable to all the states in order to practice. Each state and country will have different requirements which you should make yourself aware of, if you intend to practice outside of California.

Once you have finished your graduate study and obtained your final degree, you are required by law to be licensed or certified by a state board in order to enter into your own practice without any formal supervision. However, before being allowed to take the licensing exam in psychology, the licensing board reviews your educational background carefully, for such important features as APA accreditation of the institution you graduated from.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY MINOR

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

Graduate School Admission Criteria

Undergraduate Course Work: Most graduate programs in psychology require or prefer the equivalent of a major or minor in psychology. Furthermore, the faculty in these programs prefers that the student receives a broad background in the principles of psychology and is exposed to a broad range of context areas. They tend to prefer that students wait until graduate school to “specialize” in clinical or counseling or developmental, etc. Courses outside the psychology major in math and science are also desirable. Even for most clinical psychology programs, graduate selection committees prefer a background in scientific and mathematical courses. In accord with this preference is the fact that the majority of graduate programs in clinical, counseling, and experimental requires or recommends the statistics course. Experimental and clinical graduate programs also tend to regard the Research Methods course 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, abnormal, experimental, personality, developmental, testing, and learning, in that order, as most important. Educational graduate programs rank statistics, developmental, testing, experimental, abnormal, and personality, in that order, as most important.

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

Research and Clinical Experience: Most clinical and experimental graduate programs regard research experience as very important, whereas counseling programs place more importance on clinical experience. Undergraduates who have presented a paper at a convention or published a journal article stand out among the many applicants to graduate programs. However, it is common for graduate school applicants to list clinical fieldwork or practicum experience, so inclusions of that type will not necessarily help you stand out as an applicant. It is generally expected for applicants to clinical or counseling programs to have clinically related experience.

Graduate Record Exam (GRE): Most clinical and experimental graduate programs regard the quantitative and verbal sections of the GRE as very important. The analytical psychology subtests are

generally viewed as less important than the other two. Counseling programs tend to regard the GRE scores as moderately, rather than very, important. Scoring for the GRE has recently been revised. Instead of a 200 to 800 score range with 10-point increments, scores are now presented on a 130 to 170 scale with 1-point increments. If you know the graduate schools to which you would like to apply, you can check the current Graduate Study in Psychology for the schools' required and preferred GRE scores.

Letters of Reference: Most graduate programs require reference letters (also referred to as letters of recommendation) from individuals who know you well. Most programs typically require 3 letters from different individuals. Reference letters are the most important nonobjective criteria, so take care in who you ask to write your letters. Seek out individuals to write a reference letter who have pertinent and favorable things to say about you. Ask a professor to write a letter who, for example, is someone you earned an A from and knows you personally. In choosing individuals to ask for reference letters, keep in mind that academic sources are best. It is also important to make the job of your professor as easy as possible by providing them with the necessary information to write a reference letter (see section entitled, "Items to Include in a Reference Letter Package").

More on the Graduate Record Exam (GRE)

The Graduate Record Exam (GRE) is required by virtually every graduate program in psychology. It consists of two separate three hour tests: (a) the General Test (composed of sections measuring verbal, quantitative, and analytical abilities) and (b) a Subject Test that measures understanding of basic psychological principles and facts. Most graduate programs require only the General Test, and the verbal and quantitative scores of the General Test are commonly viewed as most important. Consult APA's Graduate Study in Psychology to determine the specific requirements of individual programs. Information about the test and registration is available at www.gre.org. Students often ask if it is possible to study for the GRE. The answer is YES! There are two major reasons for this emphatic response, one dealing with knowledge enhancement and the other with anxiety reduction. There are several published study guides for the GRE. These guides contain sample tests and are designed primarily to prepare a student to take the quantitative and verbal sections of the General Test. Study materials and practice exams are also available at www.gre.com, www.greguide.com, www.princetonreview.com/gre, www.mygretutor.com, and kaptest.com/GRE/. Students who intend to go to graduate school should spend a number of serious hours studying for it. Re-reading lecture notes from psychology classes and reviewing a copy of a recently published general psychology text book are the best ways to prepare for the GRE Subject Test in psychology. Even if a student does not learn anything new while studying for the GRE (which is highly unlikely), the process of becoming familiar with the type of material to be tested and the format of the test itself will reduce test anxiety and increase test-taking speed. Another test required by approximately 3-9% of graduate programs is the Miller Analogies Test (MAT) which consists of 100 analogies administered in 50 minutes. A free booklet describing the MAT can be obtained from the Psychological Corporation, 304 East 85th Street, New York, NY 10017.

Items to Include in a Reference Letter Packet

Once the individuals you have asked to write your reference letters (a.k.a., letters of recommendation) have agreed, prepare a Reference Letter Packet to give to each individual who has agreed to write you a letter. The packet should include the following items and should be given to referees at least 4-6 weeks prior to the first deadline:

- Checklist of schools you're applying to (and the program name) and recommendation deadlines
- Recommendation forms and instructions that were supplied by each program (type your name; indicate whether you waive your right to review the form, type in as much of the other information as possible)
- 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
- GRE scores if available
- Stamped envelopes addressed to each program the recommender is to send letters

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. Plan and produce your personal statement as carefully as you would a crucial term paper. The following tips (quotes taken from Fretz & Stang, 1988) will help you produce an effective personal statement:

- Word-process your personal statement. It will require a series of drafts, and the inconvenience of rewriting each draft with a conventional typewriter can make you willing to settle for a less-than-perfect final product.
- 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 convince the admissions committee that you will fit their program like a glove. “Each year many applicants will write, for example, that they want to attend the counseling psychology program at University X because they want to learn how to counsel emotionally handicapped children--even though the program specifies in its brochure that it does not provide training for work with young children. The selection committee immediately rejects those candidates.”
- Prepare an outline of the topics you want to cover (e.g., professional objectives and personal background) and list supporting material under each main topic. Write a rough draft in which you transform your outline into prose. Set it aside and read it a week later. If it still sounds good, go to the next stage. If not, rewrite it until it sounds right.
- Check your spelling, grammar, punctuation, and capitalization carefully. Nothing detracts from the contents of a statement more than these types of errors. Avoid slang words that make you sound uneducated, and overly elaborate words or stilted language that will make you appear pompous or pretentious.
- Ask two of your teachers to read your first rough draft and make suggestions. Incorporate these suggestions into your second rough draft. Ask for another reading and set of suggestions, and then prepare your final statement.
- Your final statement should be as brief as possible--two double-spaced pages are sufficient. Stick to the points requested by each program, and avoid lengthy personal or philosophical discussions. If your statement sounds egocentric or boring, those who read it will assume you are egocentric or boring.
- Do not feel badly if you do not have a great deal of experience in psychology to write about; no one who is about to graduate from college does! Do explain your relevant experiences (e.g., field work jobs, service learning, or research projects), but do not try to turn them into events of cosmic proportion. “Be honest, sincere, and objective--that is the only way to impress the evaluators that you are a person who is already taking a mature approach to life.”

A Suggested Timeline for Graduate School Application

Following is a timetable of things to do while in college 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.

FRESHMAN YEAR

- Complete PSYC 210
- Enroll in GE requirements

SOPHOMORE YEAR

- Complete the majority of GE requirements
- Complete PSYC 250 and 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
- Investigate various career choices
- Enroll in courses helpful for graduate school (biological sciences, mathematics, writing, public speaking)
- Talk with your teachers who conduct research and/or clinical activities of interest to you and discuss the possibility of becoming involved in these activities with them
- 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 which will greatly enhance your chances of graduate school acceptance or employment in the field of psychology

JUNIOR YEAR

- Complete PSYC 315
- Take more advanced psychology courses
- Become involved in a research project with a faculty member as part of 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 or individual supervising faculty
- Begin investigation of prospective graduate programs and requirements
- Investigate summer jobs or educational/research opportunities related to psychology

SUMMER PRIOR TO SENIOR YEAR

- Write to prospective schools to obtain information and application forms - ask for an application packet and information about financial aid
- 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
- Put away a little extra 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 not later than October (request that scores be sent to all of the schools you will apply to) - apply early - not later than the first week of September
- 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
- Send completed applications to schools (make sure you photocopy each in its entirety)
- Follow up with the individuals writing your letters of recommendation one week before each deadline with a thank-you note (a "friendly" reminder to ensure that your information has been sent)
- Check before Christmas to be certain all materials, especially recommendations, have been sent
- Most incomplete applications result from missing letters of recommendation

SENIOR YEAR - Second Semester

- Present your research at a regional or national conference
- Follow-up with schools to confirm that your application is complete
- Prepare for possible preselection interviews
- Expect first choice offers to be made by graduate schools before April 1; however, vacancies may occur any time prior to the fall semester, due to changes in plans of those already accepted

Celebrate - You've survived the application process!

Applying for Graduate Funding

Several forms of graduate funding are available to provide financial support for students attending graduate school. Forms of graduate funding include the following:

- 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

Available funding opportunities vary by school. Students should inquire at each school to determine sources of funding for which he/she may qualify. In considering whether to apply for funding, keep in mind the following advantages associated with graduate funding:

- Attractiveness of the student's application for admission to graduate school will be increased. If a student is able to secure a portable fellowship (e.g., a National Science Foundation Graduate Fellowship or a Ford Foundation Fellowship), admissions committees see this achievement as an indication of future academic success. In addition, schools do not have to worry about securing funding for the student.
- Total amount of student loans for graduate school will be minimized.
- Decrease in the time it takes to complete graduate training. Students, who have a fellowship or grant, may not need to work part-time to fund their education. Less time at work (especially work unrelated to graduate training) translates into more time with studies and research.
- Attractiveness of the student's application for clinical internships will be enhanced. Winning a fellowship or grant marks identifies one as a top student and a potential scholar/star in the field.
- Graduate funding demonstrates to potential employers that the student has the ability to convince funding agencies that their work is worth funding.
- Increased ability to obtain future funding. A track record of securing funding helps in securing future funding.

Following are examples of portable fellowships:

National Science Foundation

Oak Ridge Associated Universities

P.O. Box 3010, Oak Ridge, TN 37831

Award: \$15,000 stipend + \$9,500 cost-of-education allowance per year for 3 years within a 5-year period

Ford Foundation (fellowships for ethnic minorities)

Voice: (202) 334-2872

Award: A stipend of approximately \$11,500 per year for 3 years for pre-doctoral fellowships and a stipend of approximately \$18,000 for 1 year for dissertation fellowships

American Psychological Association

Minority Fellowship Program

750 First Street, NE, Washington, D.C. 20002-4242

Voice: (202) 336-6027, FAX: (202) 336-6012

E-mail: mfp@apa.org

Award: Maximum of \$10,000 per year for a maximum of 2-3 years

INFORMATIONAL RESOURCES FOR PSYCHOLOGY MAJORS

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

American Association of State Psychology Boards. (Updated). Entry requirements for professional practice of psychology: A guide for students and faculty. New York: Author. (Available from the Office of Professional Affairs, APA, 1200 17th Street, NW, Washington, D.C. 20036)

American Psychological Association. (Rev. biannually). Graduate study in psychology and associated fields. Washington, D.C.: Author. (Address: American Psychological Association, 1200 17th Street, NW, Washington, D.C. 20036)

American Psychological Association, Division of Consumer Psychology. (Updated). Careers in consumer psychology. Washington, D.C.: Author. (See address above.)

American Psychological Association, Division of Military Psychology. (Updated). Military psychology: An overview. Washington, D.C.: Author. (See address above.)

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