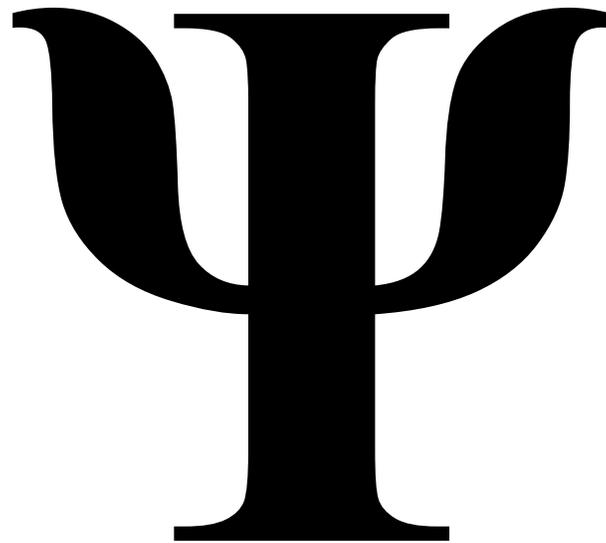


***HANDBOOK
FOR***



***PSYCHOLOGY
STUDENTS***

**COLLEGE OF SAINT BENEDICT
SAINT JOHN'S UNIVERSITY**

Revised 08/2014

The Psychology Major

The psychology curriculum is designed to acquaint students with the broad spectrum of divisions within the discipline of psychology and to deepen their awareness of the interdependence of all those areas. The mission of the Saint John's University and College of Saint Benedict Joint Department of Psychology is to produce graduates who have a high level of critical thinking skills derived from knowledge of basic psychological principles and methods and a clear understanding of the role of psychology in the liberal arts curriculum. Courses expose students to the theoretical and technical principles central to the discipline of psychology, allowing them to adapt to future trends and changes within the field. This breadth of exposure produces graduates who are well qualified for graduate education in psychology or related fields, who are prepared to work in a variety of applied areas, and who can apply the relevant principles in any work environment. Students in disciplines such as education, pre-law, theology, pre-medicine, nursing, nutrition, and management also find many relevant courses within the psychology curriculum.

The psychology faculty promotes critical thinking in the evaluation of research literature and popular ideas about psychology. The department also engages in a process of assessment in order to continuously improve its ability to offer a quality learning experience. In addition, students are required to relate academic course material to moral and ethical concerns of the profession and the community at-large.

Ample Facilities For Classroom/Laboratory Work

Many members of the department are actively engaged in research and work closely with students on these projects. The department maintains facilities for an active research program that include rooms for instructional lab exercises, student/faculty research projects, a learning lab, and an animal suite.

Curriculum Allows For Applied Experience

As one progresses in upper-division psychology courses, one's learning becomes more experiential in nature. Many upper class students are chosen as teaching assistants for introductory courses. In addition, students participate in seminars and work on a one-to-one basis with professors in directed learning projects. Recent student projects have investigated how to assess critical thinking skills, relational patterns of college students who are survivors of parental divorce, and mate preference in both heterosexual and homosexual dating patterns.

Counseling experience can be gained through the Peer Resource Person program, through the counseling center, as well as through internship placement at regional institutions such as the St. Cloud Children's Home and other institutions in the area. In addition to internships at service facilities, many students intern in corporate offices or professional settings, such as legal offices, to gain more business-oriented experience.

Psychology: A Basis For Many Careers

Career opportunities for psychology majors are diverse. Recent CSB and SJU graduates have found jobs directly related to their study of psychology as social workers, family counselors, employment counselors for large companies, crisis line therapists, mental health associates for hospitals, teachers, chemical abuse tutors, and registered nurses. Others have established themselves in careers which appear to be unrelated to the psychology major but actually draw on skills they acquired through their undergraduate study. Examples of such CSB and SJU psychology graduates are a computer analyst, home finance administrator, manager of a commercial bank, tax auditor for the Internal Revenue Service, sales representative for Proctor and Gamble, president of a business college, assistant director of admissions at an eastern university, and an actuary. Each year a substantial number of CSB and SJU graduates choose to continue their psychology training in graduate school. Others find psychology to be a useful background for professional study of law, medicine, or business administration.

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Faculty member is a Term Professor at CSB/SJU

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MAJOR REQUIREMENTS.....STEP-BY-STEP.....

The 2014-2015 academic catalog states that each psychology major is required to take 44 credits (within their major) from a core of courses plus electives. A student pursuing a psychology major is allowed a great amount of freedom in deciding what classes to take to fulfill the major requirements. Essentially, each student decides how to complete the major. However, students pursuing a psychology major must also follow a few set guidelines.

This section is designed to assist psychology majors in making decisions about what classes to take and when to take them. It can work as a rough outline for the fulfillment of psychology major requirements at Saint Ben's and Saint John's.

Before we start, it is important to note that your advisor is of great importance throughout this process. It is an excellent idea to talk with him/her about what classes to take and the appropriate time to take them. The psychology professors are very knowledgeable about the major's requirements and, most importantly, they know a great deal about what classes to take depending on what you want to do after graduation.

PSYCHOLOGY MAJOR REQUIREMENTS:

A student pursuing a degree in psychology must start with **PSYC 111--Introduction to Psychology**. Next, one should take **PSYC 221—Applied Behavioral Statistics**. Then, one should take **PSYC 235--Research Methods**. These three courses must be successfully completed prior to acceptance to the major; however, applications to the major will still be accepted under the condition that these courses will be successfully completed.

It is strongly recommended that PSYC 111, PSYC 221, and PSYC 235 be completed, in this order, by the end of your sophomore year. (Some students may find themselves ahead of this general schedule which is fine; it will just allow them more flexibility in class registration during their junior and senior years). It is recommended that one should register for one other psychology class by the end of your sophomore year. This is not completely necessary, but again, it will allow for more flexibility later.

When the above three courses have been successfully completed, or are in the process of being completed, one may start to take upper-division psychology classes. It is recommended you talk to your advisor if you have questions concerning your eligibility for a class. **Page 5** of this handbook also contains additional useful information. In any case, it is important that the guidelines are followed very carefully. The courses are categorized, and students need to be sure to take the specified amount from each category.

Graduation General Requirements/Scholastic Attainment

The number of credits required for graduation is 124 with a grade point average of 2.0 in the major and minor fields and overall. Of these, at least 40 credits must be earned in upper-division courses.

At least 45 of the 124 credits required for a degree must be earned from Saint Benedict's or Saint John's. At least half of the credits required for the major (and minor), excluding supporting courses, must be earned from Saint Benedict's or Saint John's.

Students must have a 2.0 average to enter the major. However, this does not mean that a C or better is required in every class.

CSB/SJU Psychology Major Requirements

Required of all majors:

PSYC-111: Introduction to Psychology
PSYC-221: Applied Behavioral Statistics
PSYC-235: Research Methods

Majors also need:

At least 12 credits from Group 1
At least 4 credits from Group 2
Plus electives for a total of 44 psychology credits.

Group 1

PSYC-320: Principles of Learning and Behavior
PSYC-330: Sensation and Perception
PSYC-331: Cognitive Processes
PSYC-340: Physiological Psychology
PSYC-350: Social Psychology

Group 2 - Capstone Courses

PSYC-392 : History of Psychology
PSYC-393 : Psychology Seminar
PSYC-396 : Senior Thesis (see Pages 8-9)
PSYC-398 : Senior Honors Thesis (see Pages 8-9)
PSYC-399 : Psychology Teaching Practicum (see Page 10)

(NOTE: The course listing below does not include all psychology courses offered; descriptions for all courses in the psychology curriculum are printed in the course catalog. It is also a good idea to consult other students or one's advisor if you have questions about the content of a course.)

Following completion of PSYC 111 (Introduction to Psychology), one may take the following classes. However, these classes may not be available to first-year students or offered every semester. **Students should check the appropriate academic catalog or class registration booklet for class prerequisites.**

221, 280, 304, 308, 309, 310, 311, 330, 331, 342, 343, 345, 349, 350, 360, 363, 370, 381, 382

Once you have completed PSYC--235 Research Methods you may take the following classes (in other words, PSYC--235 is a prerequisite for these classes):

320, 340

Once you have senior standing and a minimum of 20 credits in psychology you may choose from the following ("Capstone") courses:

392, 393, 396, 398, 399

As one can see, the psychology major allows students a great amount of flexibility in choosing classes. Because of this flexibility, however, it is extremely important to keep track of which class fulfills each requirement and to know what will be necessary to fulfill all requirements. Finally, and most importantly, plan ahead and talk to your advisor regularly.

CSB/SJU Psychology Major Requirements

<u>The following courses are required for all majors:</u>	Completed (x)	Term / Year
PSYC-111: Introduction to Psychology	_____	_____
PSYC-221: Applied Behavioral Statistics	_____	_____
PSYC-235: Research Methods	_____	_____

Group 1

Majors also need at least 12 credits (3 courses) from Group 1:

PSYC-320: Principles of Learning and Behavior	_____	_____
PSYC-330: Sensation and Perception	_____	_____
PSYC-331: Cognitive Processes	_____	_____
PSYC-340: Physiological Psychology	_____	_____
PSYC-350: Social Psychology	_____	_____

Group 2 – Capstone Courses

Majors will also need at least 4 credits (1 course) from Group 2:

PSYC-392: History of Psychology	_____	_____
PSYC-393: Psychology Seminar (Not CORE 390)	_____	_____
PSYC-396: Senior Thesis	_____	_____
PSYC-398: Senior Honors Thesis	_____	_____
PSYC-399: Psychology Teaching Practicum	_____	_____

In addition, majors must complete **at least** 16 credits of electives for a total of 44 credits in psychology. (NOTE: Electives may include additional classes from Group 1 and Group 2 beyond your minimum requirements.) Please refer to your academic catalog for the complete course listings.

YEAR-BY-YEAR PROGRAM.....

Although there is flexibility in the major, there is also structure. It is important to understand that the following is only a model, not the norm, and not exactly how one's schedule should look. If a student is accelerated due to having college-equivalent psychology courses in high school, this model still applies in basic structure and requirements, but the student may need to adjust the time frames. Whatever the situation, it is important to take note of this model and modify it if necessary.

The best strategy to successfully complete the psychology major in four years or less is to complete PSYC 111, 221, and 235 during the first year and sophomore year. Then, take an even amount of psychology classes each semester until graduation (about 8 credits a semester your junior and senior years).

YEAR-BY-YEAR MODEL

First Year

Psychology 111 (fall or spring)

Applied Behavioral Statistics 221 (spring or fall of sophomore year)

Complete an Academic Advisor Request Form to have an advisor in the department assigned to you.

Sophomore Year

Research Methods 235 (fall or spring, must have completed 221)

Elective #1 (usually in concurrence with or after 235 completion) - check prerequisites for 300-level courses

Junior Year

Fall Semester.....8 credits in psychology (possibly 305, 310, 320, 330, 340, 350, 360, 370, 381, or 390, or electives)

Spring Semester.....8-12 credits in psychology (possibly 304, 310, 320, 331, 341, 347, 349, 360, 370, 381, or 390, or electives)

Senior Year (possibly one or two from this group)

Fall Semester..... Psychology 392- History of Psychology

Psychology 393- Psychology Seminar (4) (*Does NOT Fulfill Ethics Seminar Requirement*)

Psychology 396- Senior Thesis (1-4) (*Full Year*)

Psychology 398- Senior Honors Thesis (1-4) (*Full Year*)

Psychology 399- Teaching Practicum (4)

Psychology 397- Psychology Internship

Spring Semester...4-12 elective credits in psychology (*or above listed courses*)

In the end, one will have taken 44 credits minimum in psychology. Hopefully this has helped you understand the requirements and the flexibility of the psychology major and how they interact.

SENIOR THESIS.....(PSYC 396).....FULL YEAR.....

PREREQUISITES: Enrollment is open to junior and senior psychology majors who have completed Research Methods, have been admitted to the major, and have completed at least 20 credits in psychology.

COURSE CREDIT: Senior Thesis can be taken for one to four credits depending upon the nature of the individual project and the student's contractual arrangements with the faculty research supervisor. However, it is important to note that only four-credit theses will meet the departmental Capstone requirement. Students may enroll in Senior Thesis only during the fall semester and must get the signature of the department chair prior to registering and after completing the proposal and obtaining the faculty moderator's signature.

PROCEDURE: Students considering signing up for Senior Thesis during a fall semester should meet with a faculty moderator during the previous spring, prior to registering for the course. The student must at least decide upon a general topic of interest and find a psychology faculty member willing to act as the student's research supervisor during the fall. Beyond a general topic of interest, it is even more desirable for the student to have some preliminary ideas about a specific question and a way to answer it. The student and the research supervisor together will come to an agreement on the number of credits a thesis is worth. Students will meet regularly with their individual research supervisors to share progress reports, get help with problems, and so forth. Minimum requirements for all theses include: a final report in APA format and presentation of the thesis at the annual undergraduate psychology conference; the advisor may, at his/her discretion and depending upon the individual project, require additional conferences, oral reports, or other documentation.

SENIOR HONORS THESIS.....(PSYC 398).....FULL YEAR.....

PREREQUISITES: Enrollment is open to junior and senior psychology majors who have been admitted to the major, have completed at least 20 credits in psychology, and have a minimum GPA of 3.4. Students must also complete Research Methods and Honors 396 (Thesis Proposal), as well as obtain the signature from the department chair.

COURSE CREDIT: Senior Honors Thesis can be taken for one to four credits depending upon the nature of the individual project and the student's contractual arrangements with the faculty research supervisor. It is important to note that only four-credit theses will meet the departmental Capstone requirement. Senior Honors Thesis is required for graduation with "All-College Honors" and "Departmental Distinction in Psychology." Students are encouraged to enroll in Senior Honors Thesis for 3 credits in the fall and 1 credit in the spring. Students must obtain the signature of the department chair prior to registering.

PROCEDURE: Students closely work with a faculty research supervisor from the psychology department in writing a thesis. Students planning on signing up for Senior Honors Thesis should contact a faculty research advisor and decide on a general topic of interest during the previous spring semester. It is also strongly suggested that students formulate a research question and conduct preliminary research prior to the beginning of the fall semester. Throughout the fall, the student and faculty supervisor will meet regularly and evaluate the progress of the project. By mid-March, the student submits a final draft of written work to the departmental defense committee. A public defense is held by the end of March of the senior year. Students receiving a grade of *A* or *H* are eligible for Departmental Distinction in Psychology.

NOTE: Students wishing to take Senior Honors Thesis (398) should consult the course catalog, their advisor, and/or the department website for more specific information.

ALL HONORS AND SENIOR THESES UTILIZING HUMAN OR ANIMAL SUBJECTS MUST UNDERGO THE APPROPRIATE ETHICAL SCREENING.

For projects using human subjects, approval from the Institutional Review Board (IRB) may be needed. The purpose of an IRB is to review research involving human participants (subjects) according to federal criteria which are described in the Federal Register, Volume 56, Number 117, Tuesday, June 8, 1991, which defines research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” If you are engaged in a “research” activity with human subjects, it is necessary to become familiar with the IRB policies and procedures to determine whether your study should be reviewed by the IRB.

Student projects such as independent research, honors theses, or masters theses are subject to IRB review unless they fall into one of the categories of exempted research. The major category of exempted research is survey procedures which are exempt unless (a) information obtained is recorded in such a manner that human subjects can be identified directly or through identifiers linked to the subjects and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation. Thus, surveys done in a completely anonymous manner are defined as research but are exempt from IRB review. The IRB provides a form (IRB-2, Request for Exemption from IRB Review) that can be used to assist in determining whether research is exempt from review. Because e-mail replies cannot be anonymous with our current system, distributing surveys via e-mail for research purposes is not appropriate.

A complete copy of the policies, procedures, and forms of the IRB may be found at <http://csbsju.edu/Institutional-Review-Board.htm>. A complete list of IRB committee members is also available on this website.

For projects using animal subjects, your proposal must be filed in advance with the Institutional Animal Care and Use Committee, which requires a plan for humane treatment and disposal of the animals. (See Dr. Linda Tennison for further information.)

***For more information, see the APA guidelines for research with human subjects kept in the Departmental Office.**

TEACHING PRACTICUM FOR INTRODUCTORY PSYCHOLOGY LABORATORY.....(PSYC 399).....

Another way to fulfill the Senior Psychology Capstone requirement is by serving as a Teaching Intern for an Introductory Psychology laboratory. In order to do this you must contact the professor who directs the Introductory Psychology laboratories a semester ahead of time to apply for the Teaching Intern (TI) position. The lab director will seek recommendations from other faculty. Those chosen will be notified in time to register for the next semester. Usually only seniors apply for the position, but the department does allow some juniors to apply for the teaching internship for their spring semester.

Being a TI has many benefits which include getting to know the department and professors better, reviewing introductory psychology in preparation for the GRE, and gaining valuable teaching skills that can be applied in many situations.

All TIs meet twice a week to go over the format of the next laboratory and to discuss the previous laboratory. After the first few laboratories, the TIs actually design the format of the laboratories. This is done in groups of two or three, and every TI gets a chance to design the format of at least one laboratory and homework assignment.

The intern teaches two labs a week, and each lab has about eight to twelve students. The TI is responsible for grading the homework and the participation for students in his/her laboratory and also calculates mid-term and semester laboratory grades.

Aside from leading an introductory laboratory, you will work with fellow TIs to construct new lab components that can be used in future labs.

If this position appeals to you, it would be a good idea to talk to your advisor to find out more about it. Your advisor can inform you as to whom the moderator is so you can contact him/her.

Senior Electives.....SENIOR INTERNSHIP(PSYC 397).....

The senior internship within the psychology major is designed to be a work experience outside the normal academic setting or classroom. The internship is a valuable opportunity for the student to apply the principles of psychology that they have learned to a real life experience. The internship can take place in a variety of settings including businesses, human service agencies, volunteer organizations, government or public settings, schools, group homes, and so on. Recent internships have been completed at various locations including area schools, Catholic Charities, Anna Marie's Alliance, Central Minnesota Sexual Assault Center, and the Behavior Health Clinic. The internship is designed to be a rigorous and intense experience for the student, not only contributing to his/her liberal arts education but also allowing the intern to take a first step into the professional world of psychology.

TO BE ELIGIBLE FOR AND TO SUCCESSFULLY COMPLETE A SENIOR INTERNSHIP ONE MUST MEET THE FOLLOWING REQUIREMENTS:

- 1) The student has junior or senior standing and 20 completed credits in psychology.
- 2) The setting is approved by a faculty moderator and the department chairperson.
- 3) The internship involves explicit application of the principles of psychology as agreed upon by the moderator, department chairperson, and student.
- 4) The student is supervised by a professional within the setting familiar with the basic principles of psychology.
- 5) The internship involves a comparable time commitment from the student as would be expected for the same number of classroom credits, to be agreed upon by the moderator, department chairperson, setting supervisor, and the student.
- 6) The student keeps a daily journal of his/her activities.
- 7) The student carries out a research/intervention project within the internship setting, to be approved by the moderator and department chairperson. At the conclusion of the internship the student writes a report on the research/intervention.
- 8) The student writes a 3-5 page summary of the internship experience.
- 9) The student complies with all procedures as outlined by the colleges' Director of Internships.

NOTE: The internship (PSYC 397) can be taken for 2-8 credits. The moderator, chairperson, and you decide on what above requirements you must meet in direct accordance to the credit you will receive. A student may do more than one internship but can only receive up to 8 total credits.

ETHICAL ISSUES IN PSYCHOLOGY.....

Psychologists often work with vulnerable individuals in sensitive situations. An important step in becoming a mental health professional or consumer of psychological services is to be aware of the ethical issues faced by psychologists. If you are providing psychological services, you are obligated to remain informed regarding current ethical standards or issues. If you are a consumer of psychological services, the professional should keep you informed regarding your rights. If you find yourself in a situation where ethical standards are being violated or if you have doubts regarding the correct course of action, consult with a colleague.

The faculty of the College of Saint Benedict/Saint John's University Joint Psychology Department have identified several key ethical issues with which we believe our students should be familiar. This list is not complete and students will learn much more about ethical issues through the psychology curriculum. Near the end of their study, students are asked to demonstrate knowledge of these ethical issues as they apply them in their senior psychology capstone course.

COMPETENCE: Consumers of psychological services have the right to expect that the practitioner is competent to provide the services offered. Generally, competence is established through training, experience, supervised practice, or a combination of these activities. Any practitioner should be willing to discuss their competencies with any consumer of services and be ready to make referrals to others when an administration of tests, such as MMPI or the Wechsler intelligence scales, require understanding of the intricacies of both administration and interpretation. Graduate course work and many hours of supervised practice are needed to acquire the necessary skills. The practitioner is also obligated to keep skills up-to-date with formal coursework, reading, or other professional development activities.

CONFIDENTIALITY: Psychologists and consumers of psychological services are frequently concerned about the issue of who is allowed to see and use information about individuals generated during research, consultation, or therapy. In most circumstances private information must be kept confidential-- that is, it is not revealed to others. However, there are important exceptions to this, mandated by state law and court decisions, and it is important to be aware of them. These exceptions tend to concern situations in which information that is normally confidential can be used to prevent harm to another person. For example, if a client describes abusive behavior toward their children, the therapist is mandated to file a report with social services. Clients should also be aware of both the requirements and the limits of confidentiality.

INFORMED CONSENT: In their roles as researchers, therapists, and consultants, psychologists offer a variety of services. Informed consent is a central principle in these actions. This means that consumers of psychological services have the right to know precisely what services are being offered, what benefits can be expected, and what risks are involved.

After being so informed, consumers then have the right to refuse the services or terminate participation. In research, therapy, or other activities accompanied by some identifiable risk, consent needs to be in writing. If for some reason an individual cannot give their consent, a surrogate or guardian may be allowed to consent for that person.

RELATIONSHIPS WITH VULNERABLE INDIVIDUALS: Psychologists frequently interact professionally with clients who are less powerful than themselves because of their age, species, emotional insecurities, intellectual ability, legal status, or other attributes. As a general rule, psychologists are expected to act in the best interests of such individuals, to avoid taking advantage of the vulnerabilities of clients, and to treat animal subjects humanely in accordance with accepted practice. A romantic relationship between a therapist and client is one way that this ethical principle may be violated and is one of the most common causes of lawsuits against therapists.

A GENERAL CONCERN FOR ETHICAL PRACTICE: The issues outlined here provide a broad outline of ethical practice in psychology. Specific courses will elaborate on these issues and help you identify situations in which they apply. However, each individual, whether a practitioner or consumer of psychological services, needs to be aware of the role that ethical guidelines play in directing the application of psychology to the problems of the real world. We hope that awareness of specific ethical issues in psychology will broaden your view of the meaning of ethical behavior as it applies to any endeavor. Whether you go into politics, education, business, manufacturing, law, medicine, or any other vocation, you will need to take the time and effort to examine what you are doing in terms of its ethical implications and have the courage to confront unethical behavior.

CAREERS AT THE ASSOCIATE, BACHELOR, MASTER, AND DOCTORATE LEVELS.

CAREER OPTIONS WITH AN ASSOCIATE DEGREE:

Persons with an associate degree in psychology work in a variety of settings and perform an array of tasks. Options for employment are variable from state to state and are affected by the state's economy, the number and kind of mental health professionals seeking employment, the types of mental health facilities, and the credentials required for various jobs, among other factors.

If you are considering a career at this level, it is therefore very important to contact the person in charge of human resources at the state department of mental health in whatever states you might like to work. Also check with the directors of the academic programs that interest you to see how many of their graduates are placed in jobs and the kind of jobs they obtain. Terminal associate degree programs are often designed to meet the needs of employers in the community served by the college, but some programs are more effective than others at integrating students into the local job market.

Some typical occupational programs are described here, but title and job descriptions will vary among schools and states: ***Human Services*** - training to work in social welfare agencies, correctional facilities, or agencies serving special populations such as the elderly, the physically handicapped, and the mentally handicapped. Employment settings may include child welfare agencies, juvenile detention centers, vocational rehabilitation services, and group homes. ***Mental Health*** - training for employment in mental hospitals, mental health clinics, community mental health centers, counseling centers, and crisis intervention units. ***Drug and Alcohol Rehabilitation Counseling*** - training to work under supervision as a counseling aide or paraprofessional counselor to people under treatment for abusing drugs or alcohol. ***Early Childhood Education*** - training for a job as a teacher's aide or a child care assistant in a preschool, day-care center, Head Start program, or other service for young children.

People employed in these settings with associate degree training are supervised by a psychologist, social worker, or teacher. Their responsibilities may include screening and evaluating new clients, keeping records, advocating clients' needs, and working with parents and teachers. Working with the elderly or children may mean organizing social and recreational activities such as games and field trips, helping with personal tasks such as dressing, and teaching new skills such as drawing. Those who work with the mentally challenged may teach life skills such as cooking or using public transportation.

CAREER OPTIONS WITH A BACHELOR'S DEGREE:

While career options for graduates with a bachelor's degree may be more limited than they are for those with a master's or doctoral degree, the bachelor's degree in psychology does allow a student to graduate with a strong liberal arts education and an adequate preparation for entry-level employment in one of many career paths. The undergraduate years are an excellent time for exploring careers through involvement in various courses, internship opportunities, part-time jobs, and conversations with faculty and peers.

Summer work and part-time jobs not only provide you with exposure to different fields, they also give you practical experience that can be attractive to employers. Sometimes these jobs can lead directly to employment after graduation. As part of the undergraduate curriculum there are often opportunities for field experience, independent study, and research. Any of these may give you excellent work experience. By the time you graduate with a bachelor's degree, it is possible to have assembled a resume with work experience attractive to employers.

Besides the requirements for a major in psychology, take courses that relate to your vocational interests. Some colleges have formal, structured emphases for majors. Examples of these are courses in industrial/organizational psychology, mental health services, developmental psychology-disabilities, management, applied psychology, behavior modification, and biopsychology. The first option could require taking psychology electives such as industrial psychology, personnel psychology, educational psychology, sensation and perception, and interviewing, supplemented with courses in economics or marketing. The vocational goal of a student in this type of program is obviously to work in business.

A closely related alternative is the double major or major-minor combination. Psychology and management is a route similar to the industrial/organizational option described above. Psychology and education is a combination that could prepare a student to teach psychology in a high school or to teach special populations, such as those with mental or physical disabilities.

The student whose college or university does not offer a formal route that matches his or her career interests can fashion his or her own program. Talk to your advisor, psychology department faculty, and campus career counselor about ways to increase the attractiveness of your degree to prospective employers through both course work and practical experience.

Following are some of the fields that graduates with bachelor's degrees in psychology have entered. For more information about specific careers in these fields, check with your advisor, local library, and people working in these fields.

- administration and management
- business and industry
- casework
- child care
- employment interviewing
- gerontology
- health services
- marketing and public relations
- personnel
- probation and parole
- psychiatric assisting
- research or laboratory assisting
- sales
- teaching
- technical writing

CAREER OPTIONS WITH A MASTER'S DEGREE:

Persons with master's degrees in psychology work in a variety of settings including schools, businesses, community mental health care centers, public and private institutions, and community colleges, among others. However, career advancement in most areas is limited without obtaining a doctoral degree, and persons at the master's level often work under the supervision of a doctoral-level psychologist. In general, career possibilities at the master's level depend in part on whether the person obtained a general master's degree or a professional terminal degree.

Persons who obtain a general, research-oriented degree usually enter doctoral programs after graduation. Graduates who do not pursue further study often obtain jobs in teaching, research, or service, with some limitations that exist without a doctoral degree. Teachers at the master's level usually work in community colleges and, often on a temporary basis, at some of the smaller four-year colleges. Researchers at the master's level may work in either university-based or private company research programs as research and development officers at pharmaceutical companies or in military research programs, for example. They are usually employed as the research manager who reports to a doctoral-level person.

Persons who do not obtain the doctoral degree in psychology will encounter some limitations in their career development: They will probably not be able to obtain a permanent position in most four-year colleges and universities, be the principal investigator on research grants, or provide psychological services without supervision.

Persons who obtain a professional/terminal master's degree are prepared for immediate sub-doctoral employment in applied settings. Graduates of professional/terminal master's programs in applied psychology are often employed in community mental health settings and public and private institutions. Those with master's degrees may provide assessment and intervention services in community-based programs, particularly in rural areas and with other traditionally underserved populations. They may also work in programs dealing with special problems such as substance abuse, spouse abuse, crisis intervention, and vocational rehabilitation. In institutional settings, they may work as behavior change specialists designing and implementing programs to serve special populations.

In industrial/organizational psychology, professional/master's program graduates are employed in the selection and training of employees in private industry and government organizations. They may focus on human resource development and employee assistance programs. Graduates sometimes work on the design and validation of assessment instruments and determine the fairness of these tests, particularly for minority applicants. They may also create work environments in public and private settings that maximize employee satisfaction.

The training of most people in school psychology consists of a specialist's degree, which requires a minimum of 60 semester hours of graduate education. Most professionals in school psychology with this level of training work primarily in schools. Among other activities, they may evaluate students with special needs and assist with the planning of appropriate educational programs for such students, work with other students, provide on-the-job training for teachers on ways to support children's and youths' efforts in the schools, and work with administrators on a variety of psychological and educational issues.

Opportunities in psychology at the master's degree level vary considerably. Further information about employment in specific areas can be obtained from people who work in the areas that interest you, from academic advisors, and from the specific psychology departments to which you are applying.

CAREER OPTIONS AT THE DOCTORATE LEVEL:

The doctoral degree is recognized by the APA as the basic credential for a psychologist and the entry-level degree to the profession. Many jobs, as well as licenses to practice, require a doctorate. At the doctoral level, your three basic options (in order of prevalence) are doctor of philosophy (PhD), doctor of psychology (PsyD), and doctor of education (EdD). Which degree is awarded by a program is generally a reflection both of the training model and of the institutional setting in which a program is housed. The PhD, then, is usually the degree granted by university-based psychology departments that train in the research or scientist-practitioner models, although some professional programs award the PhD as well. The PsyD is usually granted by a university-based or freestanding professional school of psychology that trains with the professional model. The EdD is a psychology PhD that is granted by a university-based education department, as opposed to a psychology department, and, like the PhD, usually reflects either the research or the scientist-practitioner training model.

As might be expected, the highest paid and greatest range of jobs in psychology are available to doctoral graduates. Although the number of doctoral graduates has at least doubled over the past 12 years, the demand continues to meet the supply. Furthermore, unemployment and underemployment rates for doctoral psychologists are slightly below the average for other scientists and engineers. Few drop out of the field.

The greatest expansion of career opportunities for doctoral psychologists in the last decade have been in the subfields of clinical, counseling, school, health, industrial, and educational psychology. As a consequence proportionally fewer new doctorates have headed into faculty positions as compared with the past.

SPECIALTIES & AREAS OF CONCENTRATION IN PSYCHOLOGY

The APA (American Psychological Association) recognizes only clinical, counseling, school, and industrial/organizational psychology as "specialties." Other areas are considered "areas of concentrations" or "subfields." In the following, they are considered together.

CLINICAL PSYCHOLOGY:

Clinical psychologists assess and treat people's mental and emotional disorders. Such problems may range from the normal psychological crises related to life-cycle adjustment to extreme conditions such as schizophrenia, personality disorders, or depression. Many clinical psychologists also conduct research or function as consultants, supervisors, or administrators. Clinical psychologists work in both academic institutions and health care settings such as clinics, hospitals, and community mental health centers, as well as in private practice. Many focus their interests on special populations (e.g. children, the elderly) or specific problem areas (such as phobias, substance abuse, or depression).

COUNSELING PSYCHOLOGY:

Closely related to the clinical psychologist is the counseling psychologist. Counseling psychologists, however, are oriented to life span issues such as career development and adjustment, marriage and family counseling, and a variety of other issues associated with problems encountered by most people during their life span. These psychologists provide assessment of, and counseling for, personal, career, and educational problems. Counseling psychologists often use research to evaluate the effectiveness of treatments and to search for novel approaches to assessing problems and changing behavior. Research methods may include structured tests, interviews, interest inventories, and observations. Many work in academic settings, health care institutions, community mental health centers, hospitals, or private clinics.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY:

Industrial/organizational psychologists are concerned with the relation between people and work. Their interests include organizational structure and organizational change; workers' productivity and job satisfaction; consumer behavior; selection, placement, training, and development of personnel; and the interaction between humans and machines. Their responsibilities on the job include research, development (translating the results of research into usable products or procedures), and problem solving.

Industrial/organizational psychologists work in businesses, industries, governments, and colleges and universities. Some may be self-employed as consultants or work for management consulting firms. In a business, industry, or government setting, industrial/organizational psychologists might study the procedures on an assembly line and suggest changes to reduce the monotony and increase the responsibility of workers. They might also advise management on how to develop programs to identify staff with management potential or administer a counseling service for employees on career development and preparation for retirement.

SCHOOL PSYCHOLOGY:

School psychologists help educators and others promote the intellectual, social, and emotional development of children. They are also involved in creating environments that facilitate learning and mental health. They may evaluate and plan programs for children with special needs or deal with less severe problems such as disruptive behavior in the classroom. They engage in program development and staff consultation to prevent problems and may also provide on-the-job training for teachers in classroom management. They consult with parents and teachers on ways to support a child's efforts in school and with school administrators on a variety of psychological and educational issues. School psychologists may be found in academic settings, where they train other school psychologists and do research, or in a variety of settings including nursery schools, day-care centers, hospitals, mental health clinics, private practice, government agencies, child guidance centers, penal institutions, and behavioral research laboratories.

COGNITIVE PSYCHOLOGY AND PSYCHOLINGUISTICS:

Cognitive and psycholinguistic psychologists are research-oriented psychologists with a focus of study comprised of a number of characteristics. First, they study the behavior of knowing, as opposed to responding. They are concerned with finding scientific means for studying the mental processes involved in the acquisition and application of knowledge. Second, they emphasize the study of mental structure and organization. Finally, these psychologists view the individual as active, constructive, and playful rather than a passive recipient of environmental stimulation. Study of this area arose from the areas of linguistics and computer simulation: An information-processing theory evolved that resulted in a framework whereby human thought (cognition) and human language (linguistics) can be studied, analyzed, and understood. These researchers are most often found in academic research laboratory work or in advanced technological information-processing system agencies.

COMMUNITY PSYCHOLOGY:

Community psychologists are concerned with everyday behavior in natural settings: the home, the neighborhood, and the workplace. They seek to understand the factors that contribute to normal and abnormal behavior in these settings and also work to promote health and prevent disorder. Whereas clinical psychologists tend to focus on individuals who show signs of disorder, most community psychologists concentrate their efforts on groups of people who are not mentally ill (but may be at risk of becoming so) or on the population in general.

DEVELOPMENTAL PSYCHOLOGY:

Developmental psychologists study human development across the life span, from newborns to the aged. Developmental psychologists are interested in the description, measurement, and explanation of age-related changes in behavior; stages of emotional development; universal traits and individual differences; and abnormal changes in development. Observational as well as experimental methods are used to investigate such areas as aging, basic learning processes, cognition, perception, language acquisition, socialization, and sex roles. Many doctoral-level developmental psychologists are employed in teaching and research settings. Others are employed by public school systems, hospitals, and clinics. They often consult on programs in day-care centers, pre-schools, and hospitals and clinics for children. They also evaluate intervention programs designed by private, state, or federal agencies.

EDUCATIONAL PSYCHOLOGY:

Educational psychologists study how people learn and they design the methods and materials used to educate people of all ages. Many educational psychologists work in universities, both in psychology departments and schools of education. Their research focuses on the theory and development of psychological tests, creativity and retardation, and on such concepts as maturation, group behavior, curriculum development, and intellectual growth and development. They conduct basic research on topics related to the learning of reading, writing, mathematics, and science. Some educational psychologists develop new methods of instruction, including designing computer software. Others train teachers and investigate factors that affect teachers' performance and morale. Educational psychologists conduct research in schools and in federal, state, and local education agencies. They may be employed by governmental agencies or the corporate sector to analyze employees' skills and to design and implement training programs.

ENGINEERING PSYCHOLOGY:

Engineering psychologists promote the research, development, application, and evaluation of psychological principles relating human behavior to the characteristics, design, and use of environments and systems within which people work and live. They may be found working in industries where machine and computer design is required, in military and transportation facilities, or in city or architectural planning, for example.

ENVIRONMENTAL PSYCHOLOGY:

Environmental psychologists investigate the interrelationship between people and their socio-physical milieu. They study the effects on behavior of physical factors such as pollution and crowding and of socio-physical settings such as hospitals, parks, housing developments, and work environments, as well as the effects of behavior on the environment. These environments range from homes and offices to urban areas. Environmental psychologists may do basic research, for example, on people's attitudes toward different environments or their sense of personal space or their research may be applied, such as evaluating an office design or assessing the psychological impact of a government's plan to build a new waste-treatment site.

HEALTH PSYCHOLOGY:

Health psychologists are researchers and practitioners concerned with psychology's contribution to the promotion and maintenance of good health and the prevention and the treatment of illness. As applied psychologists or clinicians they may, for example, design and conduct programs to help individuals stop smoking, lose weight, manage stress, prevent cavities, or stay physically fit. As researchers, they seek to identify conditions and practices that are associated with health and illness. For example, they might study the effects of relocation on an elderly person's physical well-being. In public service roles they study and work to improve the government's policies and systems for health care. Employment settings for this specialty area can be found in medical centers, industry, hospitals, health maintenance organizations, rehabilitation centers, public health agencies, and private practice.

NEUROSCIENCE, NEUROPSYCHOLOGY, PSYCHOBIOLOGY, OR PHYSIOLOGICAL:

Psychobiologists and neuropsychologists investigate the relation between physical systems and behavior. Topics they study include the relation of specific biochemical mechanisms in the brain to behavior, the relation of brain structure to function, and the chemical and physical changes that occur in the body when we experience different emotions. Neuropsychologists also diagnose and treat disorders related to the central nervous system. They may diagnose behavioral disturbances related to dysfunctions of the central nervous system and treat patients by teaching them new ways to acquire and process information - a technique known as cognitive retraining.

PSYCHOLOGY OF AGING:

Researchers in the psychology of aging draw on sociology, biology, and other disciplines as well as psychology to study the factors associated with adult development and aging. For example, they may investigate how the brain and the nervous system change as humans age and what effects those changes have on behavior or how a person's style of coping with problems varies with age. Clinicians in geropsychology apply their knowledge about the aging process to improve the psychological welfare of the elderly. Many people interested in the psychology of aging are trained in a more traditional graduate program in psychology such as experimental, clinical, developmental, or social psychology. Although they are enrolled in such a program, they become geropsychologists by focusing their research, course work, and practical experiences on adult development and aging. Geropsychologists are finding jobs in academic settings, research centers, industry, health care organizations, mental health clinics, and agencies serving the elderly. Some are engaged in private practice, either as clinical or counseling psychologists or as consultants on such matters as the design and evaluation of programs.

PSYCHOMETRICS/QUANTITATIVE METHODS:

Psychometric and quantitative psychologists are concerned with the methods and techniques used in acquiring and applying psychological knowledge. A psychometrician may revise old intelligence, personality, and aptitude tests or devise new ones. These tests might be used in clinical, counseling, and school settings or in business and industry. Other quantitative psychologists might assist a researcher in psychology or in another field in designing or interpreting the results of an experiment. To accomplish these tasks, they may design new techniques for analyzing information. Psychologists specializing in this area are generally well-trained in mathematics, statistics, and computer programming and technology.

SOCIAL PSYCHOLOGY:

Social psychologists study how people interact with each other and how they are affected by their social environments. They study individuals as well as groups, observable behaviors, and private thoughts. Topics of interest to social psychologists include personality theories, the formation of attitudes and attitude change, attractions between people such as friendship and love, prejudice, group dynamics, and violence and aggression. Social psychologists might, for example, study how attitudes toward the elderly influence the elderly person's self-concept, or they might investigate how unwritten rules of behavior develop in groups and how those rules regulate the conduct of group members. Social psychologists can be found in a wide variety of academic settings as well as in advertising, corporations, hospitals, educational institutions, and architectural and engineering firms as researchers, consultants, and personnel managers.

REHABILITATION PSYCHOLOGY:

Rehabilitation psychologists are researchers and practitioners who work with people who have suffered a physical deprivation or loss, either at birth or through later damage such as resulting from a stroke. They sometimes help people adjust to the physical handicaps associated with aging. Typically, people treated by rehabilitation psychologists face both psychological and situational barriers to effective functioning in the world.

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 concentrate on the family structure and the interaction between members rather than on the individual. As service providers, they often design and conduct programs for marital enrichment, pre-marital preparation, improved parent-child relations, and parent education about children with special needs. They also provide treatment for marital conflicts and problems that affect whole families. As researchers, they seek to identify environmental and personal factors that are associated with improved family functioning. They may study communication patterns in families with a hyperactive child or conduct research on child abuse or the effects of divorce and marriage on family members. A subgroup of family psychologists specializes in the prevention and treatment of sexual dysfunction and in research on human sexuality. Doctoral programs in family psychology are just beginning to appear. Traditionally, most family psychologists have earned their degree in a professional area of psychology and then obtained advanced training in departments of psychiatry, family institutes, or through individual supervision. Postdoctoral training programs are becoming more common. Family psychologists are often employed in medical schools, hospitals, private practice, family institutes, and community agencies. Opportunities also exist as university teachers, forensic family psychologists, and consultants to industry.

PSYCHOLOGY & LAW/FORENSIC PSYCHOLOGY:

Psychology and law is a new field with career opportunities at several levels of training. As an area of research, psychology and law is concerned both with looking at legal issues from a psychological perspective (e.g., how juries decide cases) and with looking at psychological questions in a legal context (e.g., how jurors assign blame or responsibility for a crime).

Forensic psychology is the term given to the applied and clinical facets of psychology and law. Forensic psychologists might help a judge decide which parent should have custody of the children or evaluate the victim of an accident to determine if he or she sustained psychological or neurological damage. In criminal cases, forensic psychologists might evaluate a defendant's mental competence to stand trial. Some forensic psychologists counsel inmates and probationers; others counsel the victims of crimes and help them prepare to testify, cope with emotional distress, and resume their normal activities. Some specialists in this field have doctoral degrees in both psychology and law. Others were trained in a traditional graduate psychology program, such as clinical, counseling, social, or experimental and chose courses, research topics, and practical experiences to fit their interest in psychology and law. Jobs for people with doctoral degrees are available in psychology

departments, law schools, research organizations, community mental health agencies, law enforcement agencies, courts, and correctional settings.

Some forensic psychologists work in private practice. Master's- and bachelor's-level positions are available in prisons, correctional institutions, probation departments, forensic units of mental institutions, law enforcement agencies, and community-based programs that assist victims.

PSYCHOLOGY OF WOMEN:

The psychology of women is the study of psychological and social factors affecting women's development and behavior. The field includes the study of stereotypes about women, the relation of hormones to behavior, women's achievements in mathematics and science, the development of gender roles and identity, sexuality, psychological problems of women and their treatment, and physical and sexual abuse of women and girls. Psychologists focusing on the psychology of women are found in academic settings. Current research topics include women's reaction to being raped and the best treatment techniques for rape victims, factors that promote managerial success, factors that discourage talented girls from obtaining advanced mathematics training, and the causes of eating disorders such as anorexia. Clinicians whose area of concentration is the psychology of women may practice feminist therapy with women and girls. Most psychologists whose concern is the psychology of women have received their training in clinical, developmental, or social psychology or in psychobiology, pursuing their special interest within these broader areas. Teaching positions for doctoral-level psychologists are available in psychology and women's studies departments. Researchers who focus on health issues for women have been hired as faculty members in nursing, public health, social work, or psychiatry departments of universities. Clinicians work in mental health centers and in private practice.

TIMETABLE FOR GRADUATE SCHOOL.....

This timetable is meant to be an overview of the choices and actions that should occur during each year of one's undergraduate career at Saint Ben's/Saint John's. It would be a prudent idea to check this timetable at regular intervals to make sure that one is effectively progressing in preparing for and applying to graduate school. As always, it is also a good idea to consult an advisor concerning preparation for the future, even without a plan to go to graduate school.

SOPHOMORE YEAR:

- 1) Elect at least one or more math or science course(s) beyond the general university requirements.
- 2) In your psychology classes, note your professors' research areas. Get in touch with those professors whose research interests you and talk with them about it.
- 3) Find out when your state psychological association has an annual meeting and whether students are welcome. Also, will there be a regional convention in your area? Students are welcome at all of these regional meetings, which are usually held in late March, April, or early May. Check a recent copy of the American Psychologist in the library for the place and date. At these conventions, try to meet graduate students to ask them questions about graduate school.
- 4) Attend every graduate school informational meeting that you can, especially meetings sponsored by the Psychology Department.

JUNIOR YEAR:

- 1) Continue items #2 and #3 listed under sophomore year.
- 2) If possible, it is a good time to get involved in a research project with one of the psychology professors or on your own.
- 3) If you are interested in clinical and counseling areas of psychology, it is an excellent idea to arrange for a clinically-related experience.
- 4) Consult the APA publication, Graduate Study in Psychology, which is available in the Psychology Department. Begin the process of learning which graduate schools interest you on the basis of their qualifications.
- 5) Check out the Career Resource Center and see what resources and advising they have with regard to applying to graduate school.
- 6) Start thinking about taking the GRE and MAT. Send away for bulletins and timetables and possibly enroll in the Psychology GRE preparatory course.

SUMMER BEFORE YOUR SENIOR YEAR:

- 1) Prepare for, register for, and in the fall (October or December at the latest) take the Graduate Record Exam (GRE) aptitude test. Application and timetable materials are available in the Psychology Department or the Career Resource Center--Quad 156 or ABS 214. Plan on taking the general test unless one or more of the schools you are interested in requires the subject test or some other test like the Miller Analogy Test (MAT). Keep in mind that there is a fee to take these tests, and you may want to check with Counseling and Career Services or Financial Aid to see if you can have the fee waived. Often, waiver of the GRE fee is the criterion used by graduate schools in their decision on whether to waive their application fees.
- 2) Request bulletins, brochures, financial aid forms, and department application forms from the schools to which you might eventually apply.
- 3) Prepare a resume.
- 4) Compile a preliminary list of programs that offer the area of concentration, degree, and training model that appeal to you.
- 5) Call the financial aid offices of all the schools you will be applying to. Ask for an informational packet as well as any forms you will need to complete to be considered for financial aid.
- 6) Calculate application fees to ensure that you have enough money to cover the sometimes expensive process.
- 7) Plan informative visits to schools now, not in the spring of your senior year.

BEGINNING OF SENIOR YEAR:

- 1) Ask your advisor or other faculty members for information about graduate programs and undergraduate requirements you might have to fulfill. Again consult the book, Graduate Study in Psychology. Also, pick up graduate school information in the Career Resource Center.
- 2) Arrange for a conference with faculty who know about graduate schools in your preferred specialty area. Take them a copy of your resume so that they can recommend schools for which you may qualify. Send for additional information you want about various graduate schools.
- 3) If you didn't do as well as you expected on the GRE, or if you have not yet taken it, register for this test now. Remember, scores take at least six weeks to arrive. **PLAN AHEAD!**
- 4) Pick up information and necessary application forms for fellowships, scholarships, and/or loans from Richard White (Competitive Fellowships). You may also want to request such information from the schools to which you are applying. Deadlines for fellowship applications are often even earlier than those of admission.
- 5) Request a student copy of your transcript from each undergraduate institution that you have attended (CSB/SJU transcripts can be obtained at the Registrar's Office in the Quad). Check for errors since any changes may take weeks; if you wait until the application deadline to do this, you may either miss the deadline or be forced to submit an incomplete or erroneous transcript. Merely obtaining a transcript may take weeks because colleges are sometimes swamped with transcript requests just when you need yours. Again, plan ahead.
- 6) Again, make sure you have enough money to cover the application costs. This figure could easily exceed \$200.

OCTOBER OF SENIOR YEAR:

- 1) Take the GRE or MAT or both (take whatever tests you are required to take).
- 2) Request that scores be sent to all schools to which you will apply.
- 3) Begin contacting individuals from whom you might request letters of recommendation.
- 4) Write first drafts of essays for applications to graduate school. Ask others for feedback.

NOVEMBER OF SENIOR YEAR:

- 1) Request that your undergraduate transcript(s) be sent to all of the institutions you are applying to. Keep in mind the deadline for each school.
- 2) Narrow down your list of schools to which you will apply. Check the application deadline for each school. Post these deadlines where you will see them every day.
- 3) Graduate schools usually require three to five letters of recommendation. Go about obtaining recommendations, and inform the person who is giving you the recommendation of the deadlines that are relevant. When handing in a request for a recommendation, always have a typed out description of your education, personal goals, long range goals, etc. (for some examples/ideas, see Pages 26-28).
- 4) Begin working on your personal statements. Remember not to make them all identical since the schools you are applying to are not identical. Tailor your statement to match the program to which it is being sent.
- 5) Write final drafts of essays.

DECEMBER OF SENIOR YEAR:

- 1) Carefully prepare final copies of all application materials. Include a photocopy of your GRE and MAT results if you have them. They should be mailed at least two weeks before the deadline. Keep a photocopy of each application for your records. Be sure to include all necessary fees.
- 2) Make sure that your letters of recommendation are sent in.

JANUARY-APRIL OF SENIOR YEAR:

- 1) Contact the people that gave you recommendations. Confirm that they were sent, and thank them for giving you the recommendation.
- 2) Verify that your application materials were received.
- 3) If you receive copies of any GRE results after your applications have been submitted, send a photocopy to each

school.

- 4) Learn how to accept and decline offers from the graduate programs to which you applied.
- 5) Inform the people that wrote you letters of recommendation of the outcome.
- 6) Celebrate (or regroup)

Note: It is also recommended to obtain a copy of **Preparing for Graduate Study in Psychology: Not for Seniors Only!**. This book gives many helpful insights and is an asset to anyone considering graduate school in psychology. Also, make sure to adjust this timeline according to the deadlines of the programs to which you are applying.

SAMPLE RESUMES FOR EMPLOYMENT OR GRADUATE SCHOOL

The following two pages contain sample resumes for employment or graduate school. These samples are designed to show you examples of resumes that are excellent to follow in form, function, and content for graduate school or employment. The specific requirements of your resume may vary from position to position; be sure to check with your advisor and Career Services. It is recommended that you set up an appointment with Career Services to have your resume critiqued before sending it out to potential employers or graduate schools.

*Note: Sample resumes can be found at:

<http://www.csbsju.edu/career/students/exploringmajors/howto/sample-resumes>

OR in the printed handbook, available in the Psychology Department.

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SEEKING LETTERS OF RECOMMENDATION.....

Letters of recommendation are very important for successful graduate school applicants as well as for people engaged in a job search. Reviewers depend highly on letters of recommendation. A well-written letter which presents the applicant in a favorable light can be just the thing to tip the scales in favor of the applicant or cause reviewers to give the application a second look. In order to accumulate these letters of recommendation, certain guidelines should be followed. Even when pressed for time, most professors and former employers are willing to help out by writing letters of recommendation. Remember, however, that they are doing you a favor. Keep their convenience in mind. Following are some suggestions regarding letters of recommendation which were solicited from instructors in the Psychology Department.

- 1) Ask for letters well in advance. At least three weeks ahead of the due date is desirable.
- 2) Don't rudely drop off a form or request for a letter of recommendation in a professor's office or mailbox and expect it to get done. Make sure that you pay the prospective writer the courtesy of ASKING in person if he/she will oblige. Then schedule a time to meet to discuss the process in more detail.
- 3) Tell the recommender why you chose to ask him/her to write the recommendation for you.
- 4) Don't expect the recommender to know what you feel are your strengths and accomplishments. Talk to him/her about what your strengths are and in what ways you have expressed them throughout your entire life.
- 5) It is a good idea to give the recommender a formal write-up of your background, goals, accomplishments, and/or strengths; kind of like a resume, but more in depth, more personal. Include an unofficial transcript(s) and a copy of your actual resume if you have one. In addition, it is helpful for the recommender to have a sample of your formal writing, a research paper, or an APA-formatted report.
- 6) Inform the recommender what the letter of recommendation is needed for: a job application or a graduate school application. This knowledge will affect what information is relevant to put in the recommendation.
- 7) Check back with the writer, more than once if necessary, to ensure that the letter of recommendation gets written and is sent by the deadline. Provide an addressed stamped envelope so that the writer can send the recommendation promptly upon completion.
- 8) Always spell the recommender's name correctly and make sure that they know how to spell your name correctly. This sounds funny, but mistakes like these do happen, and they can have serious consequences.

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT/GRADUATE SCHOOL INTERVIEW WHICH FREQUENTLY LEAD TO REJECTION OF APPLICANT:

1. Poor personal appearance.
2. Overbearing, overaggressive, conceited, superiority complex, know-it-all.
3. Inability to express yourself clearly-poor voice, diction, grammar.
4. Lack of planning for career-no purpose or goals.
5. Lack of interest and enthusiasm.
6. Lack of confidence and poise.
7. Overemphasis on money.
8. Unwilling to start at the bottom.
9. Makes excuses-hedges on unfavorable factors in record.
10. Lack of tact, maturity, and courtesy.
11. Condemnation of past employers, lack of social understanding.
12. Indecision, merely shopping around.
13. Little sense of humor, cynical.
14. No interest in company or industry or school.
15. Lack of knowledge of field of specialization.

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT/GRADUATE SCHOOL INTERVIEW:

1. In what school activities have you participated? Why? Which did you enjoy the most?
2. How do you spend your spare time?
3. What are your long-range career goals?
4. What made you pursue graduate school?
5. How are you interested in this program?
6. What is your past work experiences?
7. What percentage of your college expenses did you earn?
8. What qualifications do you have that make you feel you will be successful?
9. What were your extracurricular activities?
10. How do you feel about giving up a paying job for several years?
11. What have you learned from some of the jobs you have held?
12. Can you get recommendations from previous employers?
13. What have you done which shows initiative and willingness to work?
14. What have you done that has enhanced your leadership qualities?
15. Are you having any other interviews?
16. Why should we accept you into our program?
17. How would you describe yourself?
18. Why did you apply to this particular program? How did you hear about us?
19. What are your greatest strengths and weaknesses?
20. How do you work under pressure? How do you handle stress?
21. What major academic problem have you faced and how did you handle it?
22. Have you been involved in any research? If so, was your experience positive?
23. Tell us something interesting about yourself.
24. If you don't mind telling us, what other schools have you applied to?
25. Give us some examples of your creativity, initiative, maturity, and breadth of interest.

QUESTIONS THAT YOU MIGHT ASK POTENTIAL EMPLOYER/GRADUATE SCHOOL:

1. How is the training in this program organized? What is a typical program of study?
2. What training model is emphasized?
3. What kind of opportunities would I have?
4. What's the typical success rate for finding jobs for individuals in this program?
5. Would I be likely to get financial aid in the first year?
6. What are my possibilities of advancement? If any, how fast?
7. Is it possible to talk to current employees/graduate students?
8. How long does this program usually take to complete?
9. What kinds of teaching and research assistantships are available?
10. Are faculty supportive with regard to original ideas for research?

*Similar materials can be located at the Career Resource Centers (Quad 156 or ASB 210D)

Appendix A

How to Avoid the Kisses of Death in the Graduate School Application Process

Drew C. Appleby, Indiana University-Purdue University Indianapolis

Karen M. Appleby, Idaho State University

Numerous authors offer advice to undergraduate psychology majors about what they should do to gain admission to graduate programs. However, few authors advise students about what they should not do when applying to graduate school and, when they do, few support their advice with data. We surveyed the chairs of graduate school admissions committees in psychology about the contents of graduate school applications that decreased chances for acceptance (i.e., kisses of death or KODs). A qualitative analysis of these surveys yielded the following six categories of KODs. Although the KODs identified in this study reflect unwise choices on the part of applicants, we believe many of them resulted more from a lack of appropriate advising and mentoring than from a lack of applicants' intelligence. Unless undergraduate psychology programs provide appropriate advising and mentoring concerning graduate school culture and the requirements of the graduate school application process, their majors are likely to commit these KODs. For example, an unmentored psychology major may interpret a personal statement at face value by perceiving it as an opportunity to share personal (i.e., private) information with the members of a graduate admissions committee. Unless applicants know that a personal statement should address issues such as research interests and perceived fit with a program, they may misinterpret its purpose and write personal statements that inadvertently doom their applications. Similarly, an unmentored student may interpret a letter of recommendation as a request for information from a person who knows her/him well and can vouch for her/his admirable traits and strong values (e.g., a family member or a member of the clergy). The purpose of our study was to remedy these unfortunate situations by providing undergraduate psychology majors with advice that will enable them to avoid the KODs in the graduate school application process.

Personal Statements

- **Avoid references to your mental health. Such statements could create the impression you may be unable to function as a successful graduate student.**
- **Avoid excessively altruistic statements (e.g., "I just want to help people."). Graduate faculty could interpret these statements to mean you believe a strong need to help others is more important to your success in graduate school than a desire to perform research and engage in other academic and professional activities.**
- **Avoid providing excessively self-revealing information. Faculty may interpret such information as a sign you are unaware of the value of interpersonal or professional boundaries in sensitive areas.**
- **Avoid inappropriate humor, attempts to appear cute or clever, and references to God or religious issues when these issues are unrelated to the program to which you are applying. Admissions committee members may interpret this type of information to mean you lack awareness of the formal nature of the application process or the culture of graduate school.**

Letters of Recommendation

- Avoid letters of recommendation from people who do not know you well, whose portrayals of your characteristics may not be objective (e.g., a relative), or who are unable to base their descriptions in an academic context (e.g., your minister). Letters from these authors can give the impression you are unable or unwilling to solicit letters from individuals whose depictions are accurate, objective, or professionally relevant.
- Avoid letter of recommendation authors who will provide unflattering descriptions of your personal or academic characteristics. These descriptions provide a clear warning that you are not suited for graduate study. Choose your letter of recommendation authors carefully. Do not simply ask potential authors if they are willing

to write you a letter of recommendation; ask them if they are able to write you a *strong* letter of recommendation. This question will allow them to decline your request diplomatically if they believe their letter may be more harmful than helpful.

Lack of Information about the Program to Which You Are Applying

- Avoid statements that reflect a generic approach to the application process or an unfamiliarity with the program to which you are applying. These statements signal you have not made an honest effort to learn about the program from which you are saying you want to earn your graduate degree.
- Avoid statements that indicate you and the target program are a perfect fit if these statements are not corroborated with specific evidence that supports your assertion (e.g., your research interests are similar to those of the program's faculty). Graduate faculty can interpret a lack of this evidence as a sign that you and the program to which you are applying are not a good match.

Poor Writing Skills

- Avoid spelling or grammatical errors in your application. These errors are an unmistakable warning of substandard writing skills, a refusal to proofread your work, or your willingness to submit careless written work.
- Avoid writing in an unclear, disorganized, or unconvincing manner that does not provide your readers with a coherent picture of your research, educational, and professional goals. A crucial part of your graduate training will be writing; do not communicate your inability to write to those you hope will be evaluating your writing in the future.

Misfired Attempts to Impress

- Avoid attempts to impress the members of a graduate admissions committee with information they may interpret as insincere flattery (e.g., referring to the target program in an excessively complimentary manner) or inappropriate (e.g., namedropping or blaming others for poor academic performance). Graduate admissions committees are composed of intelligent people; do not use your application as an opportunity to insult their intelligence.

A full-text copy of the article whose results are summarized in this document (see its reference below) can be accessed at:

http://www.leaonline.com/doi/pdf/10.1207/s15328023top3301_5

Appleby, D. C., & Appleby, K. M. (2006). Kisses of death in the graduate school application process. *Teaching of Psychology, 33*(6), 19-24.

Appendix B

APA Style for Students: Revised, October 2012

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One goal of a liberal arts education is to help you learn either APA (American Psychological Association) or MLA (Modern Language Association) writing and citation style. APA published its sixth edition of the *APA Publication Manual* in 2010. If you are planning to major in one of the social or natural sciences, APA style is likely to be preferred, whereas humanities majors are more likely to use MLA format. The purpose of this handout is to review the basics of APA style, outline a systematic procedure for writing a long research paper, and end with a discussion of how to apply APA style to reviews of books and articles.

Writing Long Research Papers Using APA Style

A paper describing an *empirical* study consists of four main sections: introduction, method, results, and discussion. Psychology majors learn about this in Research Methods. Each of these sections has unique content and stylistic guidelines. If you are not provided with useful guidelines for writing a laboratory report in another major or class, this format will often work very well. Long research papers assigned in upper division classes also need to be divided into sections, each with its own heading, so the reader can easily follow the way that the paper is organized. In a long research paper, the section titles should reflect the unique content of the sections. For example, if you were writing a research paper about multiple personality disorder you would begin with an introduction immediately following the title. The last paragraph of the introduction should also summarize the organization of the paper, usually by naming the sections to follow. The remaining sections of the paper might be titled: “Diagnostic Criteria for Multiple Personality Disorder,” “Assessment of Multiple Personality Disorder,” “Causes of Multiple Personality Disorder,” “Treatment for MPD,” “Case Studies,” and “Conclusion.” Using section headings clarifies the organizational structure to both the reader and the writer. Students writing an honors thesis are in a unique position because they typically write a long literature review *and* describe the results of an empirical study. One way to approach the organizational structure of an honors thesis is to write the literature review as the first main section of the paper. The conclusion of the literature review then provides a skillful transition into the empirical study. The empirical section then begins with a centered main (Level 1) heading such as “**The Study: An Empirical Investigation of ...**” This section is immediately followed by an introduction which summarizes the main findings of the literature review and describes the hypotheses of the empirical investigation. The Method, Results, and Discussion follow. Depending upon the complexity of the paper, it may be desirable to end the paper with a “**General Discussion**” (Level 1 heading) that discusses the empirical results in the context of the entire literature review.

Proper formatting of the headings will give your paper a professional and polished appearance. Pages 62 - 63 of the *APA Publication Manual* describe how headings can be organized. Most papers can be organized with one to three levels of headings: Level 1: Centered, boldface, main headings in capital and lowercase letters, (2) flush side headings in boldface with capital and lowercase letters, and (3) indented boldface paragraph headings with only the first word capitalized. Examples are shown below:

Centered Main Heading for Major Sections

Centered main headings (Level 1) are used for all the main sections of your paper, but not the title of the paper. Many papers will only need this level of heading. It is printed in boldface font with uppercase and lowercase letters.

A Flush Side Heading

A flush side heading (Level 2) is also printed in boldface with uppercase and lowercase letters and used to subdivide one of the main sections when needed. For example, if the centered main heading for a section was “Diagnostic Criteria for MPD,” you may find it necessary to discuss two or three different sets of criteria. Flush side headings could be used to start each subsection on a specific set of criteria. If you need only two levels of headings, use Levels 1 and 2.

A paragraph heading. A Level 3 paragraph heading is boldfaced with the first word capitalized and the remaining words in lowercase, ending with a period. These headings are used to subdivide a section that begins with a flush side (Level 2) heading. If your paper requires three levels of headings, use Levels 1, 2, and 3. If you need additional headings, see the *APA Manual* for descriptions of Levels 4 and 5.

If you learn to use headings to organize your research papers, they will be structured in a logical manner and have a professional appearance that is sure to impress the reader. If you are assigned to write a research paper in any course, it almost certainly needs to be organized using subheadings.

Notes on Organizing a Long Research Paper

1. *General structure.* A research paper should usually consist of the following parts:
 - a. title page
 - b. abstract (required in formal manuscripts), summary, or outline (optional or required in student papers)
 - c. text of the paper
 - d. references

Each of these parts should begin on a new page and each page (including the title page) should be numbered in the upper right corner. Whether or not the paper is double-spaced is a matter of personal and instructor preference. However, APA style requires double-spacing. In the previous edition of the *APA Manual*, a period ending a sentence was to be followed by ONE space. However, the current manual says “Spacing twice after punctuation marks at the end of a sentence aids readers of draft manuscripts” (p. 88). Thus, for student papers, one or two spaces after sentence-ending punctuation is acceptable.

2. *Title page.* The title page should contain the title of your paper, your name, and your institutional affiliation as shown in the example below:

An Ecological Perspective on Leadership Theory, Research, and Practice

Richard M. Wielkiewicz and Stephen P. Stelzner

College of Saint Benedict/Saint John’s University

Manuscripts submitted for publication are also required to have a “Running head: SHORT TITLE OF PAPER” typed in all caps on the title page and appearing left of the page number as shown in the header for this handout. Omission of this component of the title page is probably acceptable to most instructors. Page numbers and the running head should be done using the “header” function of your word processor so they appear automatically on each page. Do not type the page numbers manually because this causes great difficulty when the paper is edited. The sample papers in the *APA Manual* include the running head without the words “Running head:” on page 2 and thereafter. To accomplish this requires going to the “Insert” menu and clicking the “Header” option. This will insert a header. Then, click the header to edit it and check the “Different First Page” box which will allow you to have the words “Running head” in the header of the first page and omit them from the remaining pages. Some instructors may allow you to omit the words *Running head* on *all* pages giving the paper a cleaner look.

Abstract. The abstract appears on page 2 of your manuscript. It consists of a short summary of your paper describing the topic you are writing about and your major conclusions. A length of 150 to 250 words is appropriate depending upon the requirements of the journal to which the paper is submitted. Many instructors would be surprised to find an abstract in a student paper, but it is part of APA style. Instead of an abstract, some instructors may request an outline. If an outline is requested, use the auto-outline feature of your word processor. The outline should use the Level 2 and 3 headings of your paper.

Text of the paper. The text begins on p. 3 of the manuscript. The page number should appear automatically in the top right corner. Then, repeat the title at the top of the page, but omit your name and institutional affiliation. Immediately below the title, begin the text of your paper. Your paper starts with an introduction, which should run about two to five paragraphs. In the introduction, you describe what the paper is about, state your thesis or research question, and describe how the paper is organized.

After the introduction, comes the main body of the paper. The main body should be divided into about three major sections using *centered main headings* (Level 1). If a major section needs to be subdivided, you would use *flush side headings* (Level 2). Each main section should be approached as a standard argumentative essay, consisting of an introductory paragraph, about three or four body paragraphs, and a conclusion. When a main section is subdivided, these subsections tend to be shorter sections that play a supporting role for the main section. These subsections would not usually need an introduction or conclusion.

Organizational hints. In writing a research paper, it is important to be aware of how each section contributes to the overall paper. The transitions between sections are particularly important in clarifying what each section contributes to the overall thesis of the paper. The most significant aspect of a paper is its organizational structure, which should be clear from reading the section titles. Your introduction should also describe the organizational structure. The first section of each main section should make it very clear to the reader why the section has been included in the paper. In the concluding section of your paper, everything should be tied together along with your final position regarding your thesis or the question that the paper has answered.

References. When you are citing the source *inside* the paper, the proper citation method is to place the author(s) last name(s) and the year of publication inside parentheses right after the place where the information is presented. For example, it would be relevant to say that more detailed information about citing sources may be found in Kirsznier and Mandell (2012). An alternate format is to have all the reference data inside parentheses (Kirsznier & Mandell, 2012). If material from the source is quoted, the closing quotation mark would be followed by a space, left parenthesis, author(s), year, and the page number(s) where the quoted material is located. Example: “In other words, as an automotive executive, I would worry about the electric vehicle, not just because it is politically correct to be investing in environmentally friendly technologies, but because electric vehicles have the smell of a disruptive technology” (Christensen, 2000, p. 207). When the reference data of a source appears inside parentheses, use an ampersand (&) for multiple authors (e.g., Allen, Stelzner, & Wielkiewicz, 1998). Cite both authors each time a source with two authors is cited. Sources with from three to five authors are cited by listing all authors the first time the citation is made. In subsequent citations, cite the first author and the phrase “et al.” (e.g., Allen et al., 1998). Papers with more than six authors are typically cited by typing the first author’s name followed by et al. Exceptions occur when different multiple-author papers would be typed in the same way. In such cases, additional authors’ names are typed until the sources can be differentiated. The names of organizations that serve as authors are usually spelled out (e.g., Union of Concerned Scientists, 2002). Authorless sources such as magazine articles are cited by providing the first few words of the article title, in quotes, and then the date (e.g., “Study Finds,” 1982). When the authors appear outside parentheses, use the word “and” in the list of authors. For example, Allen, Stelzner, and Wielkiewicz (1998) describe a theory of leadership based upon ecological theory. When you are citing a website, use the APA’s (author, year) format. However, for quoted material, provide a page or paragraph number, if available. When quoting from materials that do not have page or paragraph numbers

visible use a section heading and paragraph number to help the reader locate the quote (e.g., Discussion section, para. 1). When you cite two or more sources inside one set of parentheses, alphabetize the sources (e.g., Allen, Stelzner, & Wielkiewicz, 1995; Wielkiewicz & Stelzner, 2005). More details about the APA citation style may be found in many handbooks, and, of course, the *Publication Manual of the American Psychological Association* (American Psychological Association, 2009).

When you cite a source inside the body of the paper, that source must also appear in a “Reference(s)” section at the end of your paper. The reference section begins on a new page with the word “References” appearing as a centered main heading followed by the references in alphabetical order according to authors’ last names. Authorless sources are alphabetized by the first important word in the title (i.e., not by “the” or “an”). A new element of APA reference style is the digital object identifier or DOI. APA style requires that the DOI be provided whenever possible because it is a unique way to track down an electronic version of the source. For an electronic source, the URL does not need to be provided when there is a DOI.

Examples below show the most common formats.

Journal Article, Paginated by Volume with DOI

Wielkiewicz, R. M., & Stelzner, S. P. (2005). An ecological perspective on leadership theory, research, and practice. *Review of General Psychology, 9*, 326-341. doi:10.1037/1089-2680.9.4.326

Journal Article, Paginated by Issue

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research, 45*(2), 10-36.

Book

Kendall, P. C., & Braswell, L. (1985). *Cognitive-behavioral therapy for impulsive children*. New York: Guilford Publications.

Kriszner, L. G., & Mandell, S. R. (2012). *The pocket Wadsworth handbook* (5th ed.). Boston, MA: Wadsworth.

Magazine Article

Tidwell, M. (2010, September-October). Windfall. *Audubon, 112*(5), 66-73.

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology, 39*(5), 26-29.

Magazine/Journal Article, No Author

Firmer Pharm Crop Guidelines. (2002, Fall). *Catalyst, 1*(2), 10. [cited in text as (AFirmer Pharm, @ 2002)][for magazines without a volume number, use Ap. 10” to indicate the page.]

Chapter in an Edited Book

Gurman, A. S., & Kniskern, D. P. (1981). Family therapy outcome research: Knowns and unknowns. In A. S. Gurman & D. P. Kniskern (Eds.), *Handbook of family therapy* (pp. 742-775). New York: Brunner/Mazel.

On-line Version of Printed Article

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology, 39*(6), 26-29. Retrieved from <http://www.apa.org/monitor/>

Document Created by a Private Organization, No Author

Union of Concerned Scientists. (2000, August). Antibacterial madness. Retrieved from <http://www.ucsusa.org/publications/greentips/800-antibacterial-madness.html>

Newsletter Article No Author

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). OJJDP News @ a Glance. Retrieved from http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html [cited in text as ("Six Sites Meet," 2006).]

Movie or DVD

Gold, D. B. (Producer & Director), Helfand, J. (Producer & Director), & Parker, J. D. (Producer). (2002). *Blue vinyl* [DVD]. USA: Bullfrog Films.

Newspaper Article

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

Poster Presentation

Sinner, A. M. (2011, April). A Life-long learning scale. Poster session presented at the College of Saint Benedict and Saint John's University Scholarship and Creativity Day, St. Joseph, MN.

An Alternate Strategy for References

Many undergraduates struggle to remember the details of APA style for a variety of reasons. One of the main reasons is that you may be writing papers in areas that use different styles. A second reason is that you may not yet be interested in attending graduate school in psychology where mastering APA style is necessary. There are useful alternatives to mastering APA style such as EndNote, and EasyBib. Both of these are software options that allow you to collect all the sources that you find into a generic format. This collection of references can be subdivided into folders and classified in a variety of ways. For example, you can create separate folders for each of the papers you are writing. The usefulness of these programs is that they can be used in any paper you write to generate the in-text citations and the reference list in any of hundreds of styles and formats including APA and MLA style. This saves a huge amount of time and effort. Occasionally, these programs may create an improperly formatted citation but most of the time they work very well. Go to the library homepage or meet with a reference librarian to learn more about these programs.

A Strategy for Developing a Research Paper

The following steps in writing a research paper were developed by a section of Core 101. Each paper you write will be different and each individual will approach a paper in a different way so these steps may not precisely apply to each research paper you write. However, a review of this strategy may be helpful when you are assigned a research paper.

1. *Get the assignment.* This means to gather all the available information about the assignment, clarify what you do not understand, and seek out any additional information that you feel is necessary. The goal is to be sure that your paper meets the instructor's requirements.
2. *Brainstorm possible topics for your research paper.* At this point, no idea should be rejected.
3. *Visit the library and casually research your topics.* Encyclopedias, dictionaries, the reference librarians, and other general sources should be looked at to see what is available and to try to narrow your focus from

the original list of topics. Your goal should be to narrow the list of topics and develop a tentative research question.

4. *Research the narrow list of topics a little more with the goal of reaching a final selection of the topic.*
5. *Make your final choice of a topic.* Although you have made the final choice of a topic, there is still a large degree of flexibility in the approach to it. It is likely that you will need to narrow the topic even more and make many decisions about what information will be included or left out of your paper.
6. *Check with the instructor.* This is an optional step. However, if you have any doubts about the topic or whether your approach will meet the requirements of the assignment, by all means, see the instructor for some help and advice. The instructor will usually be a good source for information about the topic.
7. *Start your serious research.* This is where the hard work of tracking down your sources begins. Be sure to allow adequate time for ILL requests. However, most ILL requests are filled in one week or less.
8. *Develop a working outline.* This is where you begin to work on the organization of your paper. Make a list of subtopics to be covered and be sure that each subtopic is directly linked to the main topic.
9. *Develop a thesis statement.* Carter and Skates (1996, pp. 279-281) offer these criteria for evaluating a thesis:
 - a. Is the thesis a complete idea?
 - b. Is the thesis clear and specific?
 - c. Will the thesis lead to a paper of an appropriate length?
 - d. Is your thesis supportable?
10. *Develop a thesis outline.* At this point, your outline should be revised so that each point somehow supports the thesis and contributes to a cohesive paper.
11. *Continue your research.* New material may be needed to reflect the orientation established by your thesis. In addition, the thesis will influence how the information you have gathered is used.
12. *Prepare a final outline.* This outline will be used to write the first rough draft.
13. *Write a rough draft of your paper.* Remember writing is a process of discovery, which may lead you to new insights about the topic. Therefore, take a flexible approach to your writing and be ready to change significant aspects of your paper as your own viewpoint matures.
14. *Re-write your rough draft.* Set your paper aside for at least a couple of days and then come back to it, making needed changes, and clarifying as much as possible.
15. *Do a second re-write.* You will be doing the final draft from this version so it needs to be free of stylistic, grammatical, and spelling errors. Use a dictionary and seek help from available sources.
16. *Edit your computer file into the final draft.*

Writing Reviews of Books or Articles

Another common assignment is writing book or article reviews. Instructors may have specific expectations about how such assignments are to be done. However, in cases where no specific guidelines are given, I suggest the following format adapted from the journal, *Contemporary Psychology*.

A book or article review should begin with a centered title, the reference data for the work being reviewed, and then the words “Review by” and then the name of the reviewer. After your name comes the main text of the review. If you refer to any other sources in your review, cite them using APA style and include a reference section. The best way to organize a review is to use the standard 6-paragraph college essay. This format begins with a one-paragraph introduction, followed by three supporting paragraphs, one paragraph that examines counterarguments, and ends with a one-paragraph conclusion. Variations on this format are typical, but an introduction and conclusion are mandatory. A good book or article review focuses more on analysis than on describing exactly what is in the work being reviewed. An article review should use some variation of this format being sure to include the complete reference data in correct APA style.

An example of the format is shown below:

Changing Your Mind Can Change Your Life

Learned optimism

By Martin E. P. Seligman

(1990). New York: Pocket Books, 1990. 319 pp. ISBN 0-671-74158-6. \$10.00.

Review by Richard M. Wielkiewicz

Imagine that you have just received a test grade that is less than you expected. How would you react? The reaction of some people would be to become more energized, proactive, and determined to do better on the next exam. They may say things to themselves such as, “That was a fluke; I know I can do better.” Other people may say things that are less optimistic and do not predict good performance in the future. The thesis of Seligman's book is that those who think optimistically about the future will be healthier, happier, present a more positive impression to others, less prone to depression, and may even live longer. Seligman claims that his book will help people identify their pessimistic tendencies and help them undo those tendencies if they have them. In reading this impressive book, I found that Seligman made a scholarly presentation but presents a partially tested model for overcoming pessimism that may not work for everybody. [Continue with the text of your review.]

Concluding Comments Regarding APA Style

A critical goal of a liberal arts education is to help you improve your writing and critical thinking skills. This learning process involves giving appropriate credit to the sources you have used and providing those that follow you with enough information that they can find these sources and challenge or confirm your conclusions. APA style is very technical but it also makes use of simple rules for creating an organizational structure. If you learn to emphasize organization in all your writing, you should consistently receive good feedback for your efforts. Furthermore, when you leave college and begin to develop your career, the writing and critical thinking skills you have learned are likely to play a major role in your advancement.