

Undergraduate Advising Manual

2003-2004

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INTRODUCTION

This advising manual describes the psychology curriculum and its relationship to your post-graduate career plans. It details the requirements for a major in Psychology and how to choose the right courses for your educational and career goals. We provide information on careers in psychology, including how to prepare for graduate training. The Psychology Department will be adding information to this manual in the near future and we will update it each year, so keep referring to it throughout your undergraduate career.

Your education is YOURS. This advising manual provides you with information to help you choose the academic path that is right for you. YOU must take responsibility for determining where you want to go and for plotting your undergraduate courses to that destination, just as YOU will determine the extent to which you benefit from your courses. We urge you to develop a positive attitude toward your education and get involved in your courses and psychology-related activities outside the classroom. Ask questions in class. Talk to your professors before or after class or in their office hours. If text and/or professor are not very stimulating, make up for it by working out for yourself what is important and worthwhile about the subject matter. Develop working friendships with others in the class. Discuss course work and its implications for the big issues with others. It's a great way to learn and a great way to enrich your overall experience at Temple. Don't miss classes and don't miss tests unless you really have to. Look at tests, papers, and assignments as aids to learning. "Do" psychology outside the classroom. Volunteer to help on a professor's research, volunteer for work in organizations that deal with people, participate in student activities like the Psychology Majors Association and Student Government, and take Individual Study courses. The more you get involved the more you will benefit, now and in the future.

THE PSYCHOLOGY MAJOR: REQUIREMENTS AND CHOOSING COURSES

The Psychology Department wants you to have an undergraduate education of high quality that will serve your career and personal goals. To make the most of your education in psychology, you need to be thoroughly familiar with the requirements for a Psychology major and you need, in choosing courses, to make the right decisions for your career path. The information below will help you to choose appropriately.

Psychology Major Requirements

Science requirement.

Bio. 71 or 83, Chem. 71/73, or Physics 85.

Introductory courses (under 100).

Psych. 60, Psychology as a Social Science

Psych. 70, Psychology as a Natural Science

Psych. 67, Foundations in Statistical Methods

Note: Psych. 04, Discovery Series, Perspectives on Psychology, is recommended but not required.

Methods courses:

Psych. 122, Inferential Methods in Psychology.

Psych. W123, Scientific Thinking in Psychology.

Foundation courses (200-level).

Three required, at least one from BBC¹ and at least one from DCS¹.

Advanced courses (300-level).

Three required, chosen from any of the Advanced courses.

Capstone course (W400-level).

One required.

Elective course.

One additional course, either Foundation or Advanced.

¹ The Psychology Department is organized around two clusters of specializations. The BBC cluster includes three areas of specializations: Neuroscience (Brain), Behavior Analysis, and Cognition. The DCS cluster includes three areas of specialization: Developmental, Clinical, and Social.

Navigating the Curriculum

Psychology majors have considerable choice of courses in satisfying these requirements. Read the following to help you make the right decisions.

1. Psychology courses that do not fulfill requirements of the major

The Psychology Department offers General Interest courses in the 100-series courses. These courses do not satisfy any of the requirements for the Psychology major. You may take these courses for credit toward the B.A. In addition, the Department offers Individual Study courses ([*see Doing Psychology – “Hands-On” Educational Experiences*](#)) that are valuable to many majors but do not count towards the major. These are:

Psych. 394-5. Independent Study in Neuroscience

Psych. 396-7. Research Problems

Psych. 398-9. Practicum

2. Choosing courses in the right sequence

Psychology Department courses are designed to maximize your knowledge of psychology by having more advanced courses build on knowledge from related courses at a less advanced level. Beyond the introductory courses, all courses have at least one prerequisite course. It is important for you to understand the structure of Psychology Department courses and plan to take the appropriate courses in each year.

Take particular note of two features of the structure. First, each tier provides prerequisites to the next tier. Second, as a rough guide, the course numbers are keyed to the year in which the course is most appropriate. Introductory courses are most appropriate for the first year, Method and Foundation courses to the second year, and Advanced and Individual Study courses to the third and fourth years. The required Capstone course may **ONLY** be taken in the senior year.

3. Structure of Psychology Department Courses

Each tier provides prerequisites to the next tier.

Introductory courses
(numbered under 100)

Methods courses
(122, W123)

Foundation courses
(200-299)

Advanced courses
(300-389)

Individual Study courses
(390-399)

Capstone courses (W400-W405)

Introductory courses (numbered under 100).

Three introductory courses are required for the major (Psychology as a Social Science, Psych. 60; Psychology as a Natural Science, Psych. 70; Foundations in Statistical Methods, Psych. 67). All other courses in the curriculum have at least one of the introductory courses as a prerequisite.

We recommend that you take all three of these courses as soon as possible, ideally in your first year.

Methods courses (Psych. 122 and Psych. W123. Foundations in Statistical Methods Psych. 67, is prerequisite).

Psychology 122, Inferential Methods in Psychology and Psych. W123, Scientific Thinking in Psychology, cover statistical methodology and the logic of science and research methods. These courses prepare you for Advanced courses. They enable you to understand the methodology of any field and give you the basic intellectual skills required to read and write professional psychology.

We recommend that you take these courses immediately after you complete the introductory courses, ideally in the second year. We suggest, although it is not necessary, that you take 122 before W123.

Foundation courses (numbered 200-299, appropriate introductory course, Psych. 60 or 70, is prerequisite).

These intermediate-level courses provide the intellectual bridge between the introductory course and more specialized courses in the major fields in psychology. Foundation courses cover the major concepts and methods of the field named. More specialized courses in the same field (Advanced courses) build on the content of the Foundation course and have the Foundation course as a prerequisite.

We recommend that you take the three required Foundation courses in the second and third years. If you are especially interested in a particular field, you should take that field's Foundation course early. Doing so will allow you to take the field's Advanced courses in a timely fashion and will help you to decide whether that field offers what you want.

Advanced courses (numbered 300-389, appropriate Foundation course and the general Methods course, Psych. W123, are prerequisite).

Advanced courses provide in-depth examination of important sub-fields in psychology. They furnish the major with a rich exploration of a relatively specialized problem area.

Advanced courses are most appropriate for third and fourth year students.

Individual Study courses (numbered 390-399, the two intermediate-level methods courses are prerequisite).

These courses require permission of the instructor. They do not count toward the Psychology major. However, many majors take these courses because they offer "hands-on" experiences and an opportunity to work closely with professionals in the field ([see *Doing Psychology – "Hands-On" Educational Experiences*](#)).

Capstone courses (numbered 400-499, open only to senior Psychology majors, the two intermediate-level methods courses are prerequisite).

Capstone courses promote analysis, assessment, and reflection about the student's undergraduate experience along with career preparation and pre-professional development.

You must take the required Capstone course in your senior year, preferably in the last semester.

4. Choosing Particular Psychology courses

The courses best for you are the ones that will help you to meet your long-term goals, especially your career goals. Different career goals are best met with different sets of courses and the Psychology curriculum is designed to meet the needs of students with different interests. ([see Careers in Psychology](#))

We can offer some general advice and some advice to majors unsure of their career goals. First, it is impossible to specify the best set of courses for **you**, nor is there necessarily just one set of courses that is right for you. Second, be guided by your career goals and what interests you. If your career goals are clear, take related courses (see Careers pages) but don't be blind to other possibilities. For example, if you think you want to be a clinical psychologist but found intriguing the neuroscience section of Psychology 70, it would probably be a good idea to satisfy the requirement of a BBC Foundation course with one of the neuroscience Foundation courses and, perhaps, to take some Advanced courses also in neuroscience. Not uncommonly, majors change their field of interest as they are introduced to fields in psychology that they hadn't known much about. In addition, as psychology itself becomes increasingly integrated, there are more career opportunities for people who can bridge areas. If your career goals are not clear, follow your general interests (e.g., in social science areas of psychology or in natural science areas) but also try to take courses that can be useful to a range of careers.

5. List of All Courses by Level and Area

An additional structural feature of the Psychology Department may help you to select courses. Faculty interests and the courses they teach fall into two broad clusters of study within psychology, social science fields and natural science fields. The requirements for the major ensure that you have some acquaintance with both kinds of fields (Psych. 60 and Psych. 70, at least one Foundation course from BBC (Brain, Behavior, Cognition) and one from DCS (Developmental, Clinical, Social). Your specific career interests might suggest additional courses from the same general field (BBC or DCS) as your specialty or from the other general field. The following shows the structure of BBC and DCS courses.

BBC: BRAIN, BEHAVIOR and COGNITION **(Natural Science Fields)**

Introductory Course

0070. Psychology as a Natural Science. 3. s.h.

Foundation Courses

Cognition

- Psych. 230. Introduction to Cognitive Psychology 3 s.h.
Prerequisite: Psych. C070
- Psych. 265. Introduction to Cognitive Neuroscience 3 s.h.
Prerequisite: Psych. C070
- Psych. 280. Introduction to Sensation and Perception 3 s.h.
Prerequisite: Psych. C070

Behavior

- Psych. 240. Introduction to Evolutionary and Comparative Psychology 3 s.h.
Prerequisite: Psych. C070
- Psych. 250. Introduction to Learning and Behavior Analysis 3 s.h.
Prerequisite: Psych. C070

Neuroscience

- Psych. 260. Introduction to Behavioral Neuroscience 3 s.h.
Prerequisite: Psych. C070
- Psych. 265. Introduction to Cognitive Neuroscience 3 s.h.
Prerequisite: Psych. C070

Advanced CoursesCognitive

- Psych. 331. Problem Solving and Creative Thinking 3 s.h.
Prerequisite: Psych. 230
- Psych. 332. Human Memory 3 s.h.
Prerequisite: Psych. 230
- Psych. 381. Research Methods in Perception 3 s.h.
Prerequisite: Psych. 280
- Psych. 382. Visual Recognition 3 s.h.
Prerequisite: Psych. 280

Behavior

- Psych. 341. The Neurobiology and Evolution of Social Behavior 3 s.h.
Prerequisite: Psych. 240 or Psych. 260 or Psych. 265
- Psych. 351. Direct Applications of Behavioral Principles 3 s.h.
Prerequisite: Psych. 250
- Psych. 352. Experimental Psychopathology 3 s.h.
Prerequisite: Psych. 250

Neuroscience

- Psych. 361. Psychopharmacology 3 s.h.
Prerequisite: Psych. 260
- Psych. 366. Neurobiology of Learning and Memory 3 s.h.
Prerequisite: Psych. 265
- Psych. 306. The Neuroscience of Development and Aging 3 s.h.
Prerequisite: Psych. 260 or 265

DCS: DEVELOPMENTAL, CLINICAL, SOCIAL
(Social Science Fields)

Introductory Course

C060. Psychology as a Social Science. 3 s.h. Core:IN

or

X091. Honors-Psychology as a Social Science. 3 s.h. Core:IN, WI

Foundation Courses

Developmental

Psych. 200. Introduction to Developmental Psychology 3 s.h.

Prerequisite: Psych. C060

Clinical

Psych. 220. Introduction to Psychopathology 3 s.h.

Prerequisite: Psych. C060

Social

Psych. 210. Introduction to Social Psychology 3 s.h.

Prerequisite: Psych. C060

Psych. 215. Introduction to Industrial and Organizational Psychology 3 s.h.

Prerequisite: Psych. C060

Advanced Courses

Developmental

Psych. 301. Phases of Development: Infancy 3 s.h.

Prerequisite: Psych. 200

Psych. 304. Personality, Social, and Emotional Development 3 s.h.

Prerequisite: Psych. 200

Psych. 305. Cognitive and Language Development 3 s.h.

Prerequisite: Psych. 200

Psych. 306. The Neuroscience of Development and Aging 3 s.h.

Prerequisite: Psych. 260 or 265

Psych. 307. Theories of Development 3 s.h.

Prerequisite: Psych. 200

Clinical

Psych. 321. Clinical Psychology: Research and Practice 3 s.h.

Prerequisite: Psych. 220

Psych. 322. Psychoanalytic Theory 3 s.h.

Prerequisite: Psych. 220

Psych. 323. Child Psychopathology and Treatment 3 s.h.

Prerequisite: Psych. 220

Social

Psych. 311. Social Cognition 3 s.h.

- Prerequisite: Psych. 210
 Psych. 312. Psychological Studies of Social Issues 3 s.h.
 Prerequisite: Psych. 210
 Psych. 316. Survey Research 3 s.h.
 Prerequisites: Psych. 122 and Psych. 215
 Psych. 317. Personnel Psychology 3 s.h.
 Prerequisite: Psych. 215
 Psych. 318. Human Performance Improvement 3 s.h.
 Prerequisite: Psych. 215
 Psych. 319. Computer Applications in Psychology 3 s.h.
 Prerequisites: Psych. 67 (or equivalent) and Psych. 215

6. Choosing Courses Outside Psychology

As with Psychology courses, your choices in other fields are best guided by your career goals and your interests. Some Departments are more likely to have courses related to psychology than others. You may wish to consider the offerings in these Departments to satisfy University-wide requirements, to broaden your knowledge base in a specialty within psychology, or simply because you are interested.

No matter what your career goals, it is a good idea to educate yourself in mathematics and natural sciences. Quantitative reasoning skills are essential in today's world. Quantitative information is used routinely in the workplace and media. Quantitative skills are a valuable asset for people working in most fields, for personal life, and good citizenship. Much the same can be said for education in the natural sciences. Educated people today are defined not only by their knowledge of the liberal arts but also by their knowledge of science and technology. An understanding of science as a process and a good grasp of basic science are indispensable to understanding the world in which we live. For those planning a career in psychology a firm grounding in math, science, and technology is vital.

- Within CLA, Departments that give courses related to psychology include:
 Humanities: African-American Studies, American Studies, Asian Studies, Latin American Studies, Philosophy, Religion, Women's Studies.
 Social Sciences: Anthropology, Criminal Justice, Political Science, Sociology.
- Outside CLA, depending on your interests, consider courses in Science and Technology, Communication Sciences, Computer and Information Sciences, Counseling Psychology, Health Studies, School of Business and Management, or Speech Communication.

CAREERS IN PSYCHOLOGY

Deciding on a career in psychology

The Psychology Department will be adding information on careers in psychology in the near future. In the meantime, we recommend that you check out the following sources of information.

Books discussing careers in psychology

American Psychological Association (1996). Psychology: Careers for the twenty-first century. Washington, D.C.

Sternberg, R.J. (Ed.) Career paths in psychology. Washington, D.C.: APA Books.

American Psychological Association: <http://www.apa.org>

Temple's Career Development Services

This University office can help you in a number of ways, from deciding on a career to learning how to keep your job. We strongly recommend that you explore the many services they offer. Career Development Services is located on the 2nd floor of Mitten Hall. It includes a research library open at all times.

Career Development Services can help you with

- Assessment tools to decide where your interests lie
- Information on careers in psychology
- Work shops that help you to prepare for a career (interview skills, networking, resume writing, making career choices)
- Job searches
- Programs to help you keep a job

Deciding on appropriate courses for your career plans

1. General advice

In general, the courses best for you are the ones that are related to your career goals. It is a good idea to make a plan for taking courses in sophomore, junior, and senior years. Make sure the path you lay out for courses matches to progress to your career goals. We provide some considerations below.

Methods courses (Psych. 122 and 123) are important to your career as well as to your education in psychology. According to surveys of psychology majors, methodology courses and courses in abnormal psychology are the most helpful after graduation. We strongly recommend that you take the two methods courses (Psych. 122 and W123) early in your career. Ideally, you would complete both before your junior year. Remember that Psych. W123 is prerequisite to all Advanced Courses.

The best way to decide on courses is to explore career choices, decide what career(s) are best for you, and what courses are best suited to your ideas about your career. While we can provide general advice here, we urge you to discuss your interests with faculty and graduate students that you come in contact with. Don't hesitate to ask

your instructors about your career plans, especially if they are in an area you are interested in. People working in the field can give you much more than descriptive information. They can give you the “flavor” of the field and a great deal of accumulated wisdom about it.

You may have a clear idea of what you want to do or not. Different strategies are appropriate depending on how certain you are.

2. When career goals are clear.

If you are certain that you want a career in a particular field or subfield of psychology it is probably a good idea to “specialize” by taking courses in that field and related areas. The requirements for the Psychology major allow you to do that. Decide which Foundation Courses are most relevant and what Advanced courses are closest to your career goals. In your junior or senior year, take Individual Studies in Research with a professor in your field of interest and/or do a Practicum in a setting related to your career. Try to take your senior Capstone Course in your field of interest or on a topic related to it.

For example, suppose you would like a job in child care and think you are especially interested in working with children with disabilities. You will probably want to take Foundations of Developmental Psychology and Foundations of Psychopathology. For the required Foundation course in the natural science areas, Foundations of Learning and Behavior Analysis would be a good idea. There are a number of Advanced Courses that could be helpful – Childhood Psychopathology and Treatment; Personality, Social, and Emotional Development; Phases of Development: Infancy; Cognitive and Language Development. Especially because your interests are clear, you should start early to volunteer to help on research projects or in a child care facility. By your junior year you should be trying to take Individual Studies in Research with one of the faculty in Developmental or Clinical or looking for a good place to do a Practicum. Find out what Capstones are being offered during your senior year and be sure to register early for the one of greatest interest to you. Also, you might want to supplement your Psychology course work with relevant courses in Sociology, Education, or Social Work.

3. When career goals are not clear

Many students who major in psychology are unsure of their career plans. Many who think they are sure, nevertheless, change their minds. In fact, it’s a good idea to review your interests and career plans regularly.

When you are uncertain, there are two principal strategies. Educate yourself broadly in psychology or try to narrow down your interests.

Getting a broad education in psychology has two advantages. First, you are prepared to move in any number of directions. Second, exposing yourself to more areas in psychology may help to clarify your interests. Taking more than the required three Foundation courses is a good way to broaden your exposure to the different areas of psychology. One of them can count as the required Elective course. In addition, it would be a good idea to take the three required Advanced Courses in different areas. Finally, if you are uncertain about the career path to take in psychology, you might want to take courses in different fields. A career in psychology may not be right for you and you may find that another field is. Read course descriptions in other fields and see what interests

you. You might consider fields related to psychology such as anthropology or sociology, but don't limit yourself to such fields. Follow your interests.

To try to narrow your interests down, you might first ask yourself whether you find the social science or natural science areas of psychology more interesting. Then try to figure out what it is that is appealing. Is it the applied aspects of the social science areas that interest you or that these fields involve helping others? Is it the idea of doing basic experimental research that appeals to you about the natural science areas or is it the biological aspects of behavior that interest you? Take Foundation Courses that seem to correspond to these interests. Read course descriptions and see how they fit to your interests. For example, if the applied aspects of psychology draw you, you should consider taking Foundations of Psychopathology, Foundations of Industrial and Organizational Psychology, and Foundations of Learning and Behavior Analysis. If the biological aspects of psychology seem particularly interesting, you should consider Foundations of Evolutionary and Comparative Psychology, Foundations of Cognitive Neuroscience, and Foundations of Behavioral Neuroscience. Be sure to explore all the possibilities that interest you.

GRADUATE WORK IN PSYCHOLOGY

You will want to consider very carefully why you are interested in doing graduate work in psychology. Graduate work is demanding and requires commitment. Examine the reasons that you are thinking about graduate school and make sure that these reasons justify the hard work and costs of graduate school. Be sure that the career to which you aspire requires a graduate degree and that you are willing to take on the obligations of graduate work and able to carry them out. To help you evaluate whether graduate work is for you, seek out faculty and graduate students to talk with about your plans or questions. A good way to learn about graduate school is to get involved in faculty research.

M.A. level graduate work

Some programs offer a Master's degree (M.A. or M.S., depending on program) as a way station on the road to a Ph.D. in psychology. Other programs, the focus of this discussion, offer a terminal master's degree (M.A. or M.S.). Typically, these programs offer fairly specific training for a particular career (e.g., school guidance counselor, school psychology, industrial/organizational). Some of these programs are accredited by professional organizations.

Programs offering a terminal Master's degree, in comparison to those offering a Ph.D., usually have less stringent requirements for admissions, are likely to enroll a larger number of students, have larger class size, and may lack the close mentoring experience crucial to doctoral training programs.

Depending on program, it may take the full-time student one or two years of graduate study to obtain a master's degree.

Ph.D. programs

People usually seek a Ph.D. in psychology because they wish to become a licensed clinical or counseling psychologist or because they wish to do research and/or teach at the college/university level. Ph.D. students focus their graduate work on the area or sub-specialty of interest, usually working with the same faculty adviser throughout their years in the program. Ph.D. students act as professional psychologists. While all programs have required course work, students spend progressively more time in research as they move through the program. The culmination of graduate work is the doctoral dissertation, a lengthy piece of original work that contributes to the field.

PhD programs are not for everyone. Admissions standards are high. The work is difficult and time-consuming, requiring conscientiousness and dedication. The financial investment can also be great. Most students take five or more years to complete the Ph.D. and it is quite common for people to then spend another year or two in an internship or take a post-doctoral fellowship for additional training in their specialty.

It is wise to plan on going outside of the Philadelphia area for Ph.D. work. The Psychology Department at Temple does not normally accept Temple undergraduates into the Ph.D. program. And, because admissions standards and competition for placement are high, you will want to apply to a number of graduate schools. Except in special circumstances, geographical place should not be a consideration. Your goal should be to go to the best graduate school in your area of interest that accepts you into their program.

Requirements for admission to graduate school

Graduate programs in psychology have high admissions standards. In addition, there are usually many more applicants than places. As a result, most graduate programs select students with qualifications above the minimum requirements. Graduate programs will want to know about many aspects of your academic and personal history. Typically, they ask for your academic records, scores on standardized tests such as the Graduate Record Examination, letters of reference, and personal statements.

If any part, and especially if several parts, of your academic history are not good enough to speak for themselves, you might want to examine carefully how important going to graduate school is for you. If you do apply, be sure to explain in your personal statement why your record is not as good as you think it could be and, if you can, show that you have done well in some situations. However, remember that explanations do not excuse. Examples are below.

Remember that decisions use multiple criteria. Excellence on one dimension can compensate for mediocrity on another, especially if you can convince the admissions committee to pay more attention to your high achievement. It is essential to provide evidence that suggests you have the potential.

1. Grades

Generally, an undergraduate g.p.a. of 3.00 is considered a minimum for graduate work in psychology. However, graduate programs usually select students with higher g.p.a.'s and that is especially true for Ph.D. programs. For example, one study found that the median overall g.p.a. of students in master's programs was 3.25 and that for Ph.D. students was 3.5.

If your g.p.a. presents a problem, you may want to point out extenuating circumstances, or the fact that you did get some good grades in difficult courses, or that your grades have gotten progressively better (and why), etc.

2. Standardized tests

The most commonly used test is the Graduate Record Examination (GRE). Master's programs generally require a combined (verbal + quantitative) GRE score of 1000 and Ph.D. programs usually have a higher cutoff. However, some programs give more weight to GRE scores than others do; some programs may, for example, pay little attention to GRE scores if the person's g.p.a. is high, they have conducted research, they have great recommendations, etc.

Some programs require other standardized tests such as the Psychology Subject Test (taken with the GRE) and the Miller's Analogy Test.

If your GRE scores are not very high, you may want to retake them. It is not uncommon for students to show an increase of 50 or even 100 points on the retake. You will probably also want to think carefully about why your scores are not high and what significance to your career that has. If you believe your potential is high despite low GRE scores, explain why you think so in your personal statement. And back up your claim with evidence of your high potential. (Note: There is no point in discussing the merit, or lack of merit, of GRE scores; the school to which you are applying must believe they have some merit. Advice on preparing for GREs can be obtained from Educational Testing Service (publishers of GREs) and major bookstores carry preparatory materials.

3. Letters of recommendation

Letters of recommendation discuss your potential for graduate work based on the contact you have had with the recommending professor. They are important because professors are knowledgeable about what is important and have had an opportunity to see how you have performed on important dimensions. These can include discussion of your academic achievements (e.g., how difficult it was to get an "A" in the course in question), your intellect (e.g., your perceptive comments in class discussion), your motivation (e.g., you volunteered to work in the professor's laboratory), your conscientiousness (e.g., you always attended class and always got your papers in on time), your personal qualities (e.g., you cooperate well with others in a work environment) and anything else the professor thinks is relevant.

It should be clear that having close and extended contact with one or more professors can work strongly in your favor. Throughout your undergraduate career you should take steps to get that contact. Speak up in class, ask questions or make comments in the minutes before or after class. Visit your professors in their office hours and have good questions for them. Volunteer to help out on their research projects. Take credits in Individual Studies in Research or Practicum.

Of course, you will want strong letters of recommendation from your professors. When you ask someone for a reference, ask if they can give you a good reference. If they can't (for a variety of reasons not necessarily concerned with your potential), find another person who can.

4. Personal statement

In a personal statement your goal is to present yourself as an asset to the program to which you are applying. You need to describe why you want to do graduate work and why you want to do it in this particular program, what your strengths and weaknesses are in terms of succeeding in graduate school and in the profession, and relevant experiences. These can range from early influences (e.g., I got interested in animal behavior as a child; my dad took me on nature walks at least once a week from the time I was six years old.) to descriptions of the influence of particular courses or professors to your experience in research or clinics or volunteer activities.

Graduate programs vary a lot in the extent to which they give weight to personal statements. In some programs an exceptional statement can override all other indicators. In other programs, the personal statement carries minor weight. Whatever the case, it is to your advantage to make your personal statement as good as you can; it is your personal reflection.

5. Other criteria

Graduate admissions committees are especially interested in experiences you have had that are relevant to professional life (see [“Doing Psychology: “Hands-On Educational Experiences”](#)). These include research experience, work in professional settings, volunteer activities, papers you have written (especially your final paper in your senior capstone course), papers you have presented, attendance at professional meetings, or anything else that you can show as relevant to your graduate career and professional life.

Costs

Going to graduate school is expensive. The information below will make you aware of these costs so that you can make adequate plans.

1. Applying

Most programs charge an application fee, typically about \$30, but sometimes much more. In addition, you must pay to take standardized tests such as the GRE, there are mailing fees, and you may be asked to go to an interview, at your expense. Especially because you will probably apply to more than one graduate school, the admissions process can be quite expensive. You should plan in advance for these costs.

2. Tuition

Tuition for graduate school is often higher than for undergraduate education and doctoral training is usually more expensive than master’s level training. However, many graduate students receive some kind of financial assistance, especially in Ph.D. programs. There are teaching assistantships and research assistantships that involve work for a salary. Assistantships are meant to be sufficient to cover educational and living costs, but they are not generous. Some students receive fellowships, a stipend without specific duties attached. Fellowships might cover the cost of tuition, or books, or living expenses, or all of those.

The costs of graduate school are not easily offset by earning money at jobs outside of assistanceships. That is especially the case in Ph.D. programs where you are expected to be a full-time student and to engage in research as well as taking classes. As a consequence, although many exit without debt, most psychology graduate students find themselves in debt when they graduate. What debt you have depends on the size of your financial assistance and your ability to manage your finances.

How to prepare for graduate school

1. General Considerations

Admission to graduate programs is highly competitive. You need to be concerned with increasing your chances of being admitted to a school of your choice. The steps you take to do so will also help to prepare you to get the most out of graduate school and, therefore, give you a better chance of succeeding in the profession. Moreover, even if you choose not to go to graduate school, our recommendations here will be helpful in job seeking and in your ability to profit personally from your educational experiences in psychology.

2. Identify your interests

Do some serious thinking about why you want to go to graduate school, what area of psychology and what career path interests you, and what type of graduate program best suits your plans.

Some undergraduates have, even as early as first year, a clear idea of the area of psychology they are most interested in. A few don't make up their mind until they are in graduate school. And, of course, many are not quite sure. No matter where you place on this dimension, it is a good idea to explore psychology broadly as an undergraduate to help you be sure of the best career path for you. First, you may not understand exactly where your interests lie until you have enough experience with each area to appreciate its position in psychology, its career possibilities and how your concerns mesh with those possibilities. Secondly, many of us thought we were interested in a particular area only to discover, after forced exposure to it, that another area entirely was right. It could happen to you.

Make sure that you have the dedication and determination to go through graduate school and to adequately prepare as an undergraduate. Graduate work is much more difficult and will consume much more of your energies than undergraduate work does. And, if you are serious about graduate school, as an undergraduate you will spend more time studying and do more out-of-class work than is typical.

Make sure that the graduate career path you choose will put you where you want to be. Consider matters such as the kind of position you can get after completing your graduate studies, the salary you are likely to receive, the opportunities for advancement, etc.

3. Courses to take

Plan your courses carefully from sophomore year to senior year. It is better to take some courses before others and you will want to make sure that you take all the courses you want. It is not a good idea to put off until the senior year some of the courses

that you might have taken earlier. Remember that your interests may change and you may want to alter your plans to accommodate those changes.

No one but you can decide what courses are best for you to take. We can offer some general rules.

- Plan to join the Honors Program (<http://astro.temple.edu/~khirshpa/honorshomepage.html>). The Honors Program is directed at students who wish to go on to graduate work.
- Take statistics and methodology courses early in your career. We recommend taking Psych. 67 in your first year and, in your sophomore year, Psych. 122 and W123. These courses are critical to understanding the research discussed in more advanced courses and they should be of help to you if you participate in research or a practicum.
- It is a good idea to take courses in mathematics and natural sciences. Admissions committees look favorably on these courses because an interest in math/science and the ability to do well in math/science predict success in psychology graduate school. But make sure it makes sense for you. You should feel comfortable about taking science and math courses beyond the college requirements and the courses you take should be relevant to your career plans. Taking a course in Biochemistry may be a good idea for someone interested in becoming a therapist specializing in addictions, but it is far less relevant to counseling psychology.
- If you know where your interests lie in psychology, by all means take courses in that area. Take the Foundation course in that area as soon as possible. You will need it to take Advanced courses in the area of interest. But it is always a good idea for those going on to graduate school to be broadly educated in psychology. You will be a better psychologist. Remember also that, in applying to graduate schools, you may have to take tests like the Psychology Subject Examination or be interviewed by faculty from different areas. In short, take Foundation courses in different areas as much as your primary career interests permit.
- If you know that you love psychology but aren't sure exactly what area you want to specialize in, shop around. From your introductory courses you have an idea of what interests you a lot and of what seems to have potential for you. Follow those leads, but don't hesitate to try something else. For example, suppose a friend tells you about the great course he had in _____ with Professor _____; if you're inclined, take it.

4. "Hands-on" experiences

We strongly urge you to get involved in a research project or work in a psychological setting. The possibilities, including those available for course credit, are described in ["DOING PSYCHOLOGY: "HANDS-ON" EDUCATIONAL EXPERIENCES."](#) **These experiences can play a major role in admission to graduate school. Once an admissions committee sees that you have passed their minimal g.p.a. and GRE requirements for admission, they will look for what professional experience you have. The more you have and the more you have accomplished, the stronger is your application. In addition, because you are working in a professional**

setting, those supervising you can write strong and full letters of recommendation based on their assessment of you on critical and relevant dimensions that cannot be assessed in formal classroom courses. People who have worked with you will have a great deal to say about your work habits (how conscientious you are, whether you do more than is expected, whether you have high standards for your work, etc.), your intellect (whether you contributed to discussions, how quickly you grasped new ideas, etc.), and a variety of personal qualities (how cooperative you are, whether you get along well with others, whether you handle stress well, etc.)

Get involved early. As early as your first or second year, look for opportunities, especially in research. Ask if you can help out for a few hours a week in the research of one of your professors. Or maybe you could help one of their graduate students. Tell your professor why – because you want some research experience to prepare you for graduate school. If the answer is negative, ask another professor. Find out if you can volunteer a few hours at a local clinic, etc. Early experience of this sort can give you great edge. “Doing” psychology always increases the breadth and depth of your understanding of psychology. “Doing” psychology will give you greater confidence in your abilities. And getting involved early is a signal to admissions committees of your motivation and dedication.

By your junior or senior year you should be ready to become even more actively involved. Join the Honors Program if you qualify. Register for Individual Studies in Research or Practicum. Try to get a psychology-related job if you are working for money. Continue volunteering.

5. Other activities

There are many small and large ways to enhance your resume and raise the chances of entering graduate school. The more closely related the activity is to “doing” psychology, the better.

If you have been doing research, try to present it at a professional forum or, as a few undergraduates manage, publish the research in a professional journal. Such accomplishments provide strong evidence of your ability. The earlier you start involving yourself in research, the more likely you are to have completed research that is suitable for public view. Temple undergraduates have the opportunity to present their research at the Temple Undergraduate Research Forum, held each spring term, generally in April. At professional meetings (e.g., Eastern Psychological Association, American Psychological Association) it is becoming increasingly common for undergraduates to be a copresenter with a faculty member. The same is true of coauthoring a paper for a professional journal. However, simply working on a research project does not guarantee you some form of publication. You must have played a significant role in most phases of the research and the research itself must pass peer review to ensure its quality.

Be active in organizations. Join the Psychology Majors Association and Psi Chi if you are eligible. Participate in student government, community organizations, athletics, clubs, etc. Go for leadership positions. The more you have accomplished, the more likely you are to be a good choice.

6. Prepare for the GRE

By the time you are a junior you should start preparations for taking the Graduate Record Examination. Plan to study for the GRE and take practice tests. There are a variety of books and videos that will help you to prepare. Courses to prepare you are available, but they are usually expensive.

7. Get information on graduate schools

Also in your junior year you should begin to collect information on graduate schools. You need to develop a list of graduate schools that interest you. You should consider how good the general program is and how good the program is in your special area of interest. Consider how likely you are to meet the admissions criteria and how likely you are to be accepted. Factor in costs (application fees, tuition, living away from home, etc.), likelihood of receiving an assistanceship, and any special concerns you have. Consult faculty, Career Services, the library, and web sites to develop your list.

DOING PSYCHOLOGY: “HANDS-ON” EDUCATIONAL EXPERIENCES

There are many ways to learn psychology by doing. Some involve course credit; some are volunteer activities. Some involve research; some involve applications. Some take place on Temple’s campus, some off campus.

Why you should be interested

- Most people find these their most exciting and worth-while educational experiences
- You get work experience that is valued by employers and graduate/professional schools
- Those who supervise your work can provide you with stronger and fuller recommendations than is ordinarily possible in a classroom course
- The experience can help you to explore psychology and discover what is right for your career
- You will develop new skills and sophistication about psychology
- You will gain skill in applying what you have learned in the classroom
- You have a chance to show how good you are, to demonstrate what you can **do**, even if your gpa doesn’t reflect your true potential
- You gain experience in working with others in a real-world situation, a potent plus on your resume

Courses with credit

The Psychology Department offers three possibilities.

1. Psych. 394-5. Independent Study in Neuroscience

This course can be used to fulfill 3 credits toward the Cognitive Neuroscience minor. Taking 6 credits (394 and 395) on a neuroscience project in one laboratory

qualifies for the research component of the University-wide undergraduate Neuroscience Specialization (see www.temple.edu/neuroscience for a description of this program).

Independent study in neuroscience in Psychology involves working with faculty members who carry out research in behavioral and/or cognitive neuroscience. Psychology faculty who are members of the Neuroscience Program are listed at the web site identified above. You can choose your advisor for this course from the faculty listed there or discuss with a faculty member of your choice whether they are working on neuroscience projects that could include you as a participating researcher. A neuroscience project would involve research that aims to discover relationships between the brain and nervous system and behavior. Many neuroscience projects involve measuring brain function or effects on brain function in non-human species such as mice and rats. Many other projects in this domain involve testing human brain and behavior relationships.

Having a background and first-hand experience with neuroscience research can be a distinguishing feature of an application to graduate or medical school. Experiencing research in neuroscience also informs the student about a research career in a dynamic and rapidly expanding domain of science.

What is unique about Psych 394-5 is that it must involve some content in neuroscience. The description below for Psych. 396-7 that is a more general category is pertinent in terms of identifying the steps students must take for all Individual Studies in Research courses.

2. Psych. 396-7. Individual Studies in Research

a. General description

Typically, you work closely with and under the supervision of either your faculty member or one of his/her graduate students. You will probably be working with other Psychology majors as well and it is common to participate in regular meetings of the research team.

Occasionally, a faculty member will sponsor a student in a readings-only course. Students interested in this possibility sometimes have a particular topic in mind but sometimes seek out a professor to suggest possible topics.

The course requires permission from the faculty sponsor. You may register for one up to eight credits in Psych. 396-7. Prerequisite are Psych. 123, Scientific Thinking in Psychology and Psychology 122, Inferential Methods. These credits do not fulfill any of the requirements of the Psychology major.

b. How to find a faculty sponsor

Faculty sponsors are listed in the “Faculty Register for Individual Studies in Research.” The Faculty Register is given at the end of this section and is available in the Psychology Department office on the 6th floor of Weiss Hall. The list describes the research projects on which you might work, what is expected of you, and any qualifications needed. Most students look for a research project that interests them but you might want to work with a professor that you admired in a class you took or with someone who has a reputation for providing students with a good experience in Research Problems. The list provides a contact for the faculty member who will want to interview you and discuss the research project and the work you would do.

Don't be discouraged if you cannot work with your first choice. Sometimes professors have already taken on as many students as they can accommodate and sometimes you might not have the qualifications they are looking for. Look for another project. If you are interested in getting this kind of research experience, you are probably the kind of person who will find working on **any** research project interesting and valuable. **The benefits of the research experience do not depend on what specific research is being done.** In fact, being involved in research that you know little about (and may have little initial interest in) is a great way to achieve breadth and depth of knowledge and increase your psychological sophistication.

c. What is expected of you

Expect to work 3 – 5 hours for each course credit. It is not unusual for students who get really engaged in their project to work even more hours.

You will be working on a professional research project and you must act as a professional. You **must** be reliable and conscientious. You **must** fulfill your obligations. Of course, the more you act like a dedicated professional, the more you will get out of the experience, both in terms of your professional development, the professional relationships you develop, and the benefits you accrue such as letters of recommendation about your worth.

You and your faculty sponsor will work out your obligations and describe them in a Contract that is filed with the Research Problems Coordinator. You are also obliged to keep a weekly diary of the work you do and provide the Research Problems Coordinator with a Midterm Progress Report and, at the end of the semester, a Final Report.

The Guidelines for Individual Studies in Research spells out the general obligations of you and your faculty sponsor, describes the Contract, Weekly Work Diary, Midterm Progress Report, Final Report, and tells you how to deal with any problems that arise. The Guidelines are available **online** and in the Psychology Department office on the 6th floor of Weiss.

d. How to register

First, obtain the permission of your faculty sponsor. Next, obtain the appropriate forms from Dr. Margo Storm in Weiss Hall 6th Floor. Your faculty sponsor will need to sign so make sure you can reach him/her when you register.

3. Psych. 398-9. Practicum

a. General description

Whether you are planning on pursuing a career in law, education, human resource administration, community and social services or scholarship and research, undergraduate psychology majors at Temple University can gain first-hand knowledge for how their studies fit into the world of work through the psychology department's internship program. Placements in clinical or business settings give students the chance to learn new skills, test their academic theories, and make valuable contributions to the "real world" workplace while making invaluable professional connections. The Psychology Internship is an opportunity for you to gain work experience and an opportunity for you to experience some of the psychological issues that are discussed in your classes.

b. How to find an internship

The current list of approved sites can be found on-line at xxxx and in the advising office in WH 607. You may also contact Dr. Storm (mstorm@temple.edu) to receive one through email. The list provides the site name, location and a contact person's phone number or email. Also included is a brief description of what positions are available, qualifications required if any, and generally what duties might be required. You should review the list, decide which sites match your interests (or which you think would be helpful for you in the future) and contact those sites for interviews. Once you have completed an interview at a site at which you would like to work, then you contact Dr. Storm with your site information. Please be aware that you might have to check with more than one site to find something that fits your interests and your schedule. You are encouraged to check with as many sites as necessary – however, please commit to only one and let those sites in which you are not interested know that you will be working elsewhere.

c. What is expected of you

You will be expected to work a minimum of eight hours but not more than twelve hours a week at your chosen site. It is expected that you will maintain the hours that you agreed upon. Please remember that you are representing Temple University and will be expected to demonstrate professional behavior at all times. The purpose of our internship is to allow you to gain experience in the workplace and our internships are chosen to expose you to a variety of experiences. You will meet with Dr. Storm during the semester, and are responsible for bi-monthly journal entries and a final paper.

d. How to register

You need to see Dr. Storm, WH 607, for the information that you need to register for this course.

Volunteer activity

If you are at all interested in spending some time working with community or campus organizations, don't hesitate to get involved. Volunteer work has a lot of advantages. It can give you a great deal of personal satisfaction, you can develop skills involved in helping and working with others, you will make new contacts with interesting people, you will expand your knowledge about the way organizations work, and probably will increase your appreciation and understanding of psychology and its principles. Finally, and not the least of its advantages, volunteer work is an aid to your future. It tells future employers (or admissions committees) about the kind of person you are and your skills and abilities.

You may wish to match your volunteer activity to your future career. Gaining work experience through volunteering is a great way to build up your record of achievement and practice professional skills. On the other hand, career-unrelated volunteer activity is certainly appreciated by anyone looking over your resume. We all understand the value of breadth of experience.

FACULTY REGISTER FOR INDIVIDUAL STUDIES IN RESEARCH
Psychology 396-397
Spring, 2004

NAME: Dr. Lauren B. Alloy

OFFICE NUMBER: Weiss 762

TELEPHONE: 204- 7326

E-MAIL: lalloy@thunder.temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

- 1) Study of circadian rhythms, exercise, and depression and elation.
- 2) Study is of cognitive styles, stress, and depression.
- 3) Studies of depression and eating disorders.

QUALIFICATIONS STUDENTS MUST MEET (IF ANY)

- Must have at least a 3.0 GPA and be a psychology major
- Must have at least 8 – 10 hours per week
- Must be responsible, dependable & have good interpersonal skills

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE? No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER? No

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NAME: Christopher J. Anderson

OFFICE NUMBER: Weiss 864

TELEPHONE: 204-1559

E-MAIL: chris.anderson@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Assistants will be called on to help with various aspects of projects on judgment, decision making, and emotion. The assistants are invited to lab meetings where they are welcome to give input on advanced aspects of research such as design, analysis, and interpretation. Typically, assistants will begin by helping to conduct experiments in the

lab under the supervision of a graduate student. In time, assistants may have the opportunity, if they wish, to work on more independent research or conducting more demanding research in field settings.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Students are expected to commit to 8 hours of lab work/week including attending the lab meeting. Students who have completed core psychology courses will be given priority. Students should have at least a 3.0 overall g.p.a. and a 3.3 g.p.a. within their psychology courses.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes

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NAME : Ronald Baenninger

OFFICE NUMBER: Weiss 825

TELEPHONE: 204-7321

E-MAIL: Ronald.baenninger@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

- 1) The ethological basis for interactions between humans and dogs
- 2) Cruelty by humans toward other species

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Must be bright, interested, and strongly motivated. Must be able to accomplish tasks agreed upon during a semester, even if they are sometimes tedious. (Like coding videotapes).

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

Not unless several students were involved.

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes

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NAME: Dr. Philip Bersh

OFFICE NUMBER: 871 Weiss Hall

TELEPHONE: 204-7318

E-MAIL: pbersh@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

We have a research program underway to investigate the influence of major variables on the formation of an operant discrimination. This work has important implications for the treatment of behavior problems. This is animal research.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Willingness to work with rats. Reliability, interested in contributing research ideas.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes.

NAME: Michael R. Bridges, Ph.D.

OFFICE NUMBER: Weiss Hall 415

TELEPHONE: 214-204-7339

E-MAIL: mrbridge@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Patient Emotional Expression and Experience in Psychotherapy

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

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NAME: Tania Giovannetti

OFFICE NUMBER: 475

TELEPHONE: 215-204-4296

E-MAIL: tgio@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

My research focuses on studying errors people make in everyday tasks (e.g., making a meal). Various cognitive operations are needed to do these every day tasks. For instance, one must have a specified goal in mind, correctly identify and select objects, and sequence multiple steps. These cognitive operations are studied from several perspectives. First, healthy subjects are observed under conditions where errors are highly likely (i.e., when multitasking). Second, errors in daily activities are observed in patients with cognitive impairment from either Alzheimer's disease or schizophrenia. The ultimate goals of the research are to better understand the cognitive operations involved in everyday action and their representation in the brain and to design cognitive remediation strategies to reduce the occurrence of action errors in patients.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

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WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes

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NAME: Thomas J Gould, Ph.D.

OFFICE NUMBER: 865 Weiss Hall

TELEPHONE: 1-7495

E-MAIL: tgould@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Investigation of the neurobiology of learning and memory

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Motivated, dependable, and some familiarity with behavioral neuroscience

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

No

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NAME: Don Hantula

OFFICE NUMBER: 517 Weiss Hall

TELEPHONE: 204-5950

E-MAIL: hantula@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

1. Job Choice: a series of studies exploring how individuals make tradeoffs between different aspects of their jobs (e.g., pay vs. vacation time; salary vs. attractive job duties) and how these aspects are valued by individuals

2. Delay discounting: a series of studies exploring how people make choices between immediately available and delayed outcomes; often studied in the context of computer games and other interactive procedures

3. Internet shopping: studies involving either using foraging theory (from evolutionary biology) to explore how people shop on the net or classical conditioning procedures with banner ads

4. Sexual harassment: studies using simulated workplace interaction that individuals evaluate for potential sexually harassing content

5. Others are related to behavioral economics, organizational psychology & technology.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Dependable, work w/ minimal supervision, computer literate. Special qualifications include knowledge of VisualBASIC and/or HTML.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Possible.

NAME: Richard G. Heimberg, PhD

OFFICE NUMBER: 420 Weiss Hall

TELEPHONE: 204-1575

E-MAIL: heimberg@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

My "lab" is a clinic for the study and treatment of anxiety disorders called the Adult Anxiety Clinic of Temple (AACT). Work at the AACT focuses on the study and treatment of persons with social anxiety disorder and generalized anxiety disorder (GAD), although studies of other anxiety disorders (e.g., panic disorder, obsessive-compulsive disorder; acute stress disorder) or related problems (e.g., hypochondriasis) are conducted from time to time. Several studies are ongoing at the AACT at any point in time, but may include...

- Study of the effectiveness of cognitive-behavioral therapy for socially anxious patients, sometimes in individual treatment, sometimes in groups, sometimes in combination with medication treatments.
- Study of information processing and emotion regulation deficits in patients with social anxiety disorder and GAD.
- Study of the effectiveness of cognitive-behavioral therapy for patients with GAD and of the utility of adding emotion-focused approaches to this treatment.

Undergraduate students participate in our research in a variety of capacities, including running subjects through experimental protocols, participating in behavioral assessments, serving as therapy assistants as needed for socially anxious patients, and a number of duties related to the preparation of data for scientific analysis. A weekly meeting is coordinated by a senior doctoral student that features discussions about graduate school, careers, etc., as well as research topics related to the mission of the AACT.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

GPA above 3.0 required, GPA above 3.5 preferred

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes, but a very limited number.

OTHER COMMENTS

Students in the honors program will be given the opportunity to conduct their honors theses in the AACT only if they have previously worked in the Clinic as a research assistant for at least one semester.

NAME: Dr. Himeline

OFFICE NUMBER: 819 or 950-South, Weiss Hall

TELEPHONE: 204-1573 or 204-1579

E-MAIL: himeline@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Two projects with pigeons:

1. One of these is a study of "symbolic aggression," replicating and further analyzing a procedure whereby, when food was temporarily unavailable, birds were seen to respond in such a way as to increase their neighbor's work requirement, even though the "perpetrators" gained nothing by doing so.
2. The second pigeon project concerns choices between fixed vs. variable outcomes, analyzing a situation in which the birds could ALWAYS produce food every 30 seconds, but they persist in choosing an alternative that varies between 30 seconds and

much longer time intervals. The experiments are an exploration of the features that produce that puzzling result.

A project on human explanatory preferences:

3. We sometimes appeal to characteristics of the person when accounting for what they do, and sometimes we appeal to the surrounding circumstances. Attribution theorists have studied these patterns and have identified the situations for which one or the other pattern is typical -- as in accounting for one's own behavior vs. the behavior of someone else, or accounting for behavior in situations where a person behaves typically or ideosyncratically. We are exploring variables that might produce departures from these common patterns.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

It would be helpful if the student had taken a course in behavior analysis, Psych. 250 or Psych. 351 (old 105 or 270). However, this is not essential if the student is willing to do a good deal of background reading.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

Yes, depending upon the topic.

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes

NAME: Kathy Hirsh-Pasek

OFFICE NUMBER: 564

TELEPHONE: 204-5243 or 283-1565

E-MAIL: khirshpa@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK:

Language is the currency that we use to understand our friends, go out on dates, think about the past and plan the future. But how did we learn language in the first place. In the Temple University Infant Laboratory we ask how children learn their first words and break the language barrier. Projects involve hands-on research in early word learning where students experience a full range of activities from working with parents to studying infants to looking at how the data inform our theories.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Should be at least a junior who has had methods in psychology and a course in cognitive or developmental psychology.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

Not unless there were enough people (3 or 4)

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER

Absolutely. There are numerous opportunities in the laboratory for students who want to volunteer at least 6 hours per week.

NAME: Philip C. Kendall, Ph.D., ABPP

OFFICE NUMBER: B1-Lower Level

TELEPHONE: 204-7165

E-MAIL: contact person: jrobin@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Coding of video/audiotapes
 Helping with behavioral assessments
 Working with children to complete assessments
 Students are usually involved in other activities such as attending lab meetings, going to school outreach visits, and learning about diagnosis and treatment of anxiety in youth

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes, if student can do a minimum of 3 hours a week and commit to work for at least one semester.

NAME: Dr. Brian Marx

OFFICE NUMBER: 481 Weiss Hall

TELEPHONE: 204-1553

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

1. Study of the effects of emotional expression on psychological health.
2. Study of emotion in individuals with a history of trauma.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Must have at least a 3.2 GPA and be a psychology major, be available 8-10 hours per week. Must be responsible and have good interpersonal skills. Students must interview with Dr. Marx.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Yes, if student can do a minimum of 3 hours a week and commit to work for at least one semester.

.....

NAME: Nora Newcombe

OFFICE NUMBER: 565 Weiss Hall

TELEPHONE: 204-6944

E-MAIL: Nora.Newcombe@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Memories for early childhood
 Infants' and toddlers' spatial location coding
 Spatial ability in first- and second-graders and its relation to educational input
 Spatial ability and sex differences in adults

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Interest in learning research skills and willingness to work hard and be responsible. Specific background such as statistics courses and research design courses is helpful but not essential.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

No

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NAME : Willis F. Overton

OFFICE NUMBER: 656 Weiss Hall

TELEPHONE: 204-7360

E-MAIL:

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

The Development of Thought and Reasoning in Adolescence

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Bright, self-motivated etc.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER ?

Possibly.

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NAME: Ron Taylor

OFFICE NUMBER: 570 Weiss Hall

TELEPHONE: 204-3005

E-MAIL: rdtaylor@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Questionnaire study of family relations and adolescent adjustment among African-American families.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Familiarity with SPSS and library data bases.

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

Yes.

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER ?

Yes.

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NAME: Dr. Thomas E. Shipley, Jr.

OFFICE NUMBER: 866 Weiss

TELEPHONE: 204-7458

E-MAIL:

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Drug use or treatment
Violence and killing (e.g., genocide)

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

Yes, but the student must do a paper.

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NAME: Thomas F. Shipley

OFFICE NUMBER: (Lab) Weiss 729

TELEPHONE: 204-7890

E-MAIL: tshipley@temple.edu

DESCRIPTION OF PROJECT(S) ON WHICH STUDENT MIGHT WORK

Help with research on how humans recognize actions, simple ones like walking and running and complex ones like playing sports.

QUALIFICATIONS, IF ANY, STUDENT MUST MEET

Taken a course with me

WOULD YOU CONSIDER DOING A READINGS-ONLY COURSE?

No

WOULD YOU CONSIDER TAKING ON A STUDENT VOLUNTEER?

Possibly