
Pacific Union College

Angwin, CA 94508

The Psychology Major Handbook

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I. Introduction

The purpose of this handbook is to help students get the most out of their psychology major, and to get an early start on planning for a career or graduate school. Not all majors will choose to attend graduate school, but we provide information and resources here so that students have the option to go to grad school if they eventually decide to. We also provide information on careers students can go into with only a bachelors degree in psychology, and what unique skills emphasized in a psychology major are most desirable to employers. Finally, we provide information for students who want to be a physician, dentist, or lawyer and still major in psychology.

This handbook is not a comprehensive source of information. The PUC Catalog, the academic advisor, the psychology graduate programs to which students might apply, the PUC Counseling and Career Development Center, the web sites of the American Psychological Association (www.apa.org) and the Association for Psychological Science (www.aps.org), and the various pre professional advisors (if applicable) are all important additional resources. One particularly valuable source for information on graduate schools and careers in Psychology is: **Keith-Spiegel, P. (2000) Complete Guide to Graduate School Admission. 2nd ed. Erlbaum: NY.** A lot of useful information for psychology majors is also available online.

It is the student's responsibility to get the information they need and to then take the appropriate action.

Academic Success: There are four basic guidelines for doing well in college:

- Attend every class
- Read assignments prior to attending class
- Get adequate (7-8 hours) sleep/night
- Get to know your teachers

The first two of these are obvious (but often ignored). The last two are crucial. Most college students live in profound and chronic sleep debt; research clearly shows that sleep-deprived students do not do as well on college tasks as their more rested peers. Make time for adequate sleep in your schedule and you will significantly improve your chances for success.

One of the main advantages of attending a small liberal arts college like PUC is the opportunity to get to know your teachers well. Make it your business to ask the teacher of every class you take every quarter at least one question after class. A recent

graduating senior told us that the most important single piece of advice he would give to new freshmen psychology majors is to get involved early on in the life of the department community. This may mean working in the department or helping out on a faculty or student research project. It may also mean being actively involved in Psi Chi, the national honor society for psychology students, attending a vespers or video night in a teacher's home, or just "hanging-out" in the Department or going up and asking a teacher a question after class.

Importance of General Education: While the major is an important ingredient to a future career in psychology, a solid liberal arts education is even more important. Be sure to place a high value on your GE courses. If you qualify, consider the Honors Program. After completing the general education program, you will be better able to:

- 1) think independently and critically
- 2) communicate effectively orally and in writing
- 3) participate in a life of Christian service
- 4) recognize your own assumptions and see all sides of an issue
- 5) enjoy cultural experiences
- 6) understand God, yourself, and the world

Of course, the psychology major will help with these goals as well, and we see our major as an important part of a solid liberal arts education.

To sum up, remember the acronym "RIG":

Responsibility: The responsibility is yours to get the information necessary to be successful in college and to act on that information.

Involvement: Get involved with other students and faculty in your department. You'll be surprised at what you can learn in informal settings.

General Education: General education classes are a vital part of your PUC experience and Psychology Major.

II. The Psychology Major: Graduate School Preparation (Track I)

A person does not become a psychologist upon graduating from college with a major in psychology. A doctoral degree (usually 4-5 years beyond college) is the terminal degree for those wanting to become a psychologist. You can become a licenced therapist with a Masters degree in either psychology or marriage and family counseling in two years after college.

Beginning undergraduates are often overwhelmed by the idea of graduate school. They think either that it will be too hard, or too long, or both. Not everybody has to go to "Grad School" of course, and there are many career options working with people open to psychology majors who choose not to continue their education after college. We do find though that many undergraduates who never would have dreamed they could go to graduate school when they were freshmen wind up both wanting to go, and successfully getting accepted into excellent programs by the time they are seniors. We do our best to make sure that any Psychology Major at PUC who chooses to will have the option of going to Grad School by the time they graduate.

It is common for undergraduate psychology majors start out with a "clinical bias." This is the assumption that they want to be clinical psychologists, without fully considering many of the other options in the field. Psychology majors should be aware of the variety of subfields within psychology. Almost half of all doctoral level psychologists never practice therapy or counseling. There are a variety of ways to earn a living within the field of psychology, and after a careful gathering of the facts you must decide which area best fits your interests, personality, and life situation. You should learn as much as possible about the options available to you before your senior year of college. The publication, *Psychology, Careers for the Twenty-First Century*, put out by the American Psychological Association and available in the Psychology & Social Work Department is a good place to start.

Following is a partial list of areas in which psychologists can choose to concentrate:

- Clinical Psychology
- Community Psychology
- Counseling Psychology
- Developmental Psychology
- Educational Psychology
- Environmental Psychology
- Experimental Psychology
- Forensic Psychology
- Health Psychology
- Industria-Organizational Psychology
- Neuropsychology/Psychobiology
- Psychology of Women
- Psychology of Aging
- School Psychology
- Social Psychology
- Sports Psychology

Clinical Careers: Students who are interested in a career as clinical, counseling or school psychologists still need a very solid foundation in

experimental and quantitative methods - this is the foundation for all of psychology. In addition to the courses required for the major, students interested in clinical or applied careers should also seriously consider taking the following elective courses: Abnormal Psychology, Principles of Counseling and Field Work in Psychology.

Graduate School Requirements: Graduate school admission is a complex and demanding process. A number of criteria are important for gaining admission, among which the most important are: comprehensive knowledge base in psychology and related methods; undergraduate GPA; scores on the Graduate Record Exam (General and Psychology); Recommendation letters; Research experience and Practical experience (paid and volunteer).

A. Required Courses for the Psychology Major:

General Psychology I (PSYC 121)

4 qtr. hours

A survey of the field of psychology, this course is offered every quarter and should be taken the first year. This course is prerequisite for all other psychology courses.

Psychology Seminar (PSYC 122)

3 qtr. hours

An introductory seminar which explores and discusses psychological issues. This course is offered Winter Quarter and should be taken by the end of the freshman year and no later than the sophomore year.

Prerequisite: PSYC 121.

Introduction to the Psych Major (PSYC130)

1 qtr. hour

Introduction to the basic skills needed to be successful in major courses; an overview of career and graduate school options. This course is offered Winter Quarter, and should be completed before the end of the sophomore year

Prerequisite: PSYC 121.

Introduction to Statistics (STAT 222)

4 qtr. hours

This is a required GE course for all PUC students, and is also prerequisite for several required psychology major courses. Best taken in the Spring of the freshman year, unless math is a significant challenge.

Prerequisite: MATH 096 (or Algebra II in high school, and ENGL 101).

Child Development (PSYC 235)

3 qtr. hours

A good course to take the beginning of the sophomore year.

Prerequisite: PSYC 121.

Child Development Lab (PSYC 235L)

1 qtr. hour

Concurrent registration in this lab, which will give hands on experience in research with children, is required for Psychology majors who take PSYC 235.

Social Psychology (PSYC 264)

4 qtr. hours

A sophomore or junior level course. Three lectures and one laboratory per week.

Prerequisite: PSYC 121.

Psychological Testing (PSYC 257)

4 qtr. hours

The purpose, contribution and problems of psychological testing. Emphasis on both psychometrics and clinical characteristic of core standardized tests. Required Lab.

Recommended prerequisite: STAT 222.

Research Design (PSYC 322)

4 qtr. hours

In this course you learn how to find the answers to interesting psychological questions. This course has a required lab where you learn how to use the computer (SPSS) in your psychological research. It is taught Fall quarter and should be taken in the junior year if you are planning for graduate school.

Prerequisite: MATH 222

Experimental Psychology (PSYC 323)

4 qtr. hours

You will actually conduct the study proposed in Research Design. After statistics these two courses, PSYC 322 and PSYC 323, are arguably your most important ones in terms of graduate school preparation. Taught Winter Quarter, it should be taken in the junior year if you are planning for graduate school.

Prerequisite: PSYC 322.

Psychology of Personality (PSYC 344)

4 qtr. hours

A sophomore or junior level course taught Autumn Quarter.

Prerequisite: PSYC 121.

Colloquium (PSYC 394)

.2 qtr. hour/3 qt hours of credit required

Six quarters (1.2 total credit hours) of Colloquium are required of all majors. This includes 3 presentations a quarter on topics of current interest in the field of psychology and social work. Colloquium is taken in both the Sophomore and Junior years.

Prerequisite: Sophomore status.

Physiological Psychology (PSYC 436)

4 qtr. hours

This is a sophomore or junior level course offered Fall Quarter.

Prerequisite: PSYC 122.

Learning and Memory (PSYC 445)

4 qtr. hours

This is a junior level course taught Spring Quarter.

Prerequisite: PSYC 121.

Gender Issues (PSYC 390)

3 qtr. hours

This is a sophomore or junior seminar. Either this course or "Racial" & Ethnic Relations is required.

"Racial" & Ethnic Relations (SOC 355)

3 qtr. hours

This is a sophomore or junior course. Either this course or Gender Issues is required.

Psychology of Religion (PSYC 435)

3 qtr. hours

This is a junior or senior course. Either this course or Sacred & Profane in Society is required.

Sacred & Profane in Society (SOC 435)

3 qtr. hours

This is a sophomore or junior course. Either this course or Psychology of Religion is required.

Systematic Issues in Psychology (PSYC 499)

3 qtr. hours

We have three capstone courses in the senior year, and this is the first. This course reviews the psychology major and helps you prepare for the Graduate Record Exam (GRE-Psychology).

Reserved for senior psychology majors.

History and Systems of Psychology (PSYC 444)

4 qtr. hours

The second senior capstone course reviews and discusses the intellectual foundations of psychology.

Prerequisite: PSYC 121.

Issues in Religion, Ethics and The Human Sciences (PSYC 490)

4 qtr. hours

The third senior capstone, this provides an exploration of the tensions between your profession in the human sciences and Christianity.

Required Cognates:

Cultural Anthropology (ANTH 124)

4 qtr. hours

Usually taken the first or second year.

Introduction to Sociology (SOCI 121)

4 qtr. hours

Statistical Methods (MATH 322)

3 qtr. hours

While this is a required cognate, it is one of the most important course for getting into graduate school. Do your best to get an A or B in this class. Graduate schools are interested in students who know how to use statistics to help them in their research. This course should be taken either before or during the quarter that Research Design is taken.

Prerequisite: Math 222.

Recommended Cognate

Biology with Lab

5 qtr. hours

Most students will fulfill this with Human Physiology (BIOL 102), usually taken in the first or second year. This course will also fulfill a GE Science requirement

Elective Psychology Courses:

Students pursuing a B.S. will take an additional 11 hours of Psychology units; those pursuing a B.A. will fulfill the foreign language requirement. Note that Human Development (PSYC 234) does not apply toward a psychology major. Students considering careers in clinical/counseling psychology should probably take Abnormal Psychology, Principles of Counseling and Field Work in Psychology.

Note: Students who have established residence at PUC must take all upper division psychology major requirements at the upper division, even if taken and then transferred in from other institutions.

Sample Curriculum

<u>First Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
General Psychology	4		
Psychology Seminar		3	
Intro to Psych Major		1	
Intro to Statistics			4
Intro to Sociology			4
College English	4	4	
Gen Ed/Electives	<u>8</u>	<u>8</u>	<u>8</u>
	16	16	16
<u>Second Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
Colloquium	.2	.2	.2
Child Development	4		
Cultural Anthropology	4		
Statistical Methods			3
Psychological Testing		4	
Social Psychology		4	
Gender Issues/Race Relations			3
Additional Psychology	4-8*	3-4**	3-4***
Gen Ed/Electives	<u>0-4</u>	<u>8</u>	<u>10</u>
	16.2	16.2	16.2
<u>Third Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
Colloquium	.2	.2	.2
Research Design	4		
Experimental Psychology		4	
Learning and Memory			4
Additional Psychology	4-12****	3-8**	3-8***
Gen Ed/Electives	<u>0-8</u>	<u>4-9</u>	<u>4-9</u>
	16.2	16.2	16.2
<u>Fourth Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
Systematic Issues	4		
History and Systems		4	
Issues in Re. Ethics			4
Additional Psych****	0-3		
Gen Ed/Electives	<u>9-12</u>	<u>12</u>	<u>12</u>
	16	16	16

B. Recommended Courses

1. Within the Department:

Field Work in Psychology Seminar (PSYC 481)

1 qtr hr

A weekly seminar focused on ethical and professional issues. Required for Field Work students. Note there are several prerequisites for this course (see Catalog).

Field Work in Psychology (PSYC 491)

Placement in a local human service agency (3-6 clock hours per week). PSYC 481 co or prerequisite. Can be repeated for a maximum of 3 credits

Graduate School Application Seminar (PSYC 398)

1 qtr. hr

This course provides crucial information, practice and support for juniors planning on applying to graduate school in the fall of their senior year.

2. Outside the Department:

College Algebra (MATH 106)

4 qtr. hours

This is a good review for the GRE general test and should be taken in the junior year.

Organizational Behavior (MGMT 465)

3 qtr. hours

Basically an organizational psychology course taught Winter Quarter.

Introduction to Christian Ethics (RELT 216)

3 qtr. hours

Psychologists are often confronted with ethically demanding situations.

Miscellaneous

- A second language such as Spanish is strongly recommended for psychologists going into the helping professions.
- Spending a year abroad to learn about another culture is also very helpful.
- English 102 should be completed by the end of the freshman year.
- Eligible students should strongly consider the Honors Program as an alternate to the standard GE package.

C. Grade Point Average:

The college GPA is the single most important factor for admission to graduate school. Graduate programs are interested in selecting applicants who will be successful. It is a basic rule of assessment that the best predictor of future behavior is past behavior. Thus, the best predictor of eventual success in graduate school is previous performance in an academic setting. College GPA is evidence not just of academic ability, but of academic and personal discipline and commitment. A student who is academically gifted, but too lazy or disorganized to turn assignments in on time is unlikely to do well in graduate school, where the emphasis is on the ability to motivate and discipline one's self.

Graduate admission decisions are not based simply on grades, but include a variety of criteria, so it is impossible to state a minimum GPA that will guarantee admission. Some students with relatively low grades get accepted, while other students with very high grades do not. However, some rough guidelines can be given.

There are actually three different "GPAs" that may be considered by a graduate school. First, and most important, is the cumulative GPA, which is the grade point average for all classes taken at the college level (yes, this includes that 7:40 a.m. survey of music class you slept through your freshman year!). Students hoping for admission to a Ph.D. program would do best to aim for a cumulative GPA of at least 3.5 by the end of the Autumn Quarter of the senior year. (Since application deadlines for graduate school are generally due by January, winter and spring quarter grades for the senior year are not available for consideration by acceptance committees.) Still, we have seen many PUC senior psychology majors with GPAs between 3.0 and 3.5 get into doctoral programs, so don't get give up if you can't make it to 3.5. In addition, admission committees will look at two other indexes of academic success to help them interpret the cumulative GPA. These are the psychology GPA (just psychology classes) and the GPA for the last two years of college. These still won't help students whose cumulative GPA is much under 3.0, but they may help convince an admissions committee (in addition to good GRE scores, letters of recommendation, and other evidence) that a student with a borderline cumulative GPA has really matured and is ready for graduate-level work.

Master's programs are somewhat less competitive, so students can be admitted with lower GPAs. Often students who are not ready to make the long-term commitment to graduate school demanded by the Ph.D., or who are unable to gain admission to a Ph.D. program directly, find the

master's program to be a good alternative. Increasingly, students are using the master's degree as a stepping stone to doctoral programs. Of course, the career goals of many students will make the master's degree their first choice (Marriage and Family Counseling, for example). Again, minimum GPAs guaranteeing admission cannot be given, but students planning on admission to a Master's program should aim for a cumulative GPA of 3.0.

In spite of the importance placed on GPA, it would be a mistake for students to view a good grade as the primary goal of each college class. Grades are not an end in themselves but are a reflection of a deeper commitment on the part of the student to academic excellence. Students for whom an "A" is the sole reinforcer for learning may, through sheer brute force, gain admission to graduate school but will have wasted the effort. Graduate study is best suited for those who genuinely value and enjoy learning. The capable undergraduate student who both takes college classes seriously and is able to develop a sense of pleasure in learning should be able to earn the kinds of grades necessary to compete for admission to graduate school.

D. Graduate Record Exam (GRE):

There are actually two GRE tests which need to be taken prior to applying to graduate school: the General and the Subject GRE.

The General GRE is similar in nature to the college aptitude tests (SAT, ACT) most students took at the end of high school, though of course it is more demanding. It consists of three sections: Verbal (e.g., vocabulary, reasoning, reading comprehension); Math (e.g., algebra and geometry); and Analytic (e.g., problem solving).

The general GRE is (along with college GPA) one of the two most important criteria used in selecting students for graduate school. It can be used as a "cross-check" on GPA, since every student is asked to respond to items of roughly the same level of difficulty, whereas an "A" at one school may be the equivalent of a "B" at another school. In combination with the college GPA, standardized tests like these can be helpful in identifying students who will be successful in graduate school, but they are far from perfect (correlation between combined GRE and GPA with graduate school performance is around .40, Anastasi, 1989).

There are special skills that contribute to superior performance on objective tests which may be only moderately related to the skills needed to do well in graduate school. This is why other, more subjective,

methods of assessment are also used in the selection process (e.g., letters of recommendation, personal statements). However, given that most graduate programs have many more applicants than available slots (the ratio ranges from 2:1 to 200:1), most but not all programs have established minimum GRE scores. These scores will vary depending upon the competitiveness of the school and the specific program within each school, but tend to range between 600 and 700 (verbal = 80th to 95th percentile; quantitative = 65th to 85th percentile).

Because of the importance of the General GRE test, it is essential that students take their preparation for it seriously. It is a good idea that students take the General GRE by October of their senior year. Year-round computer-based testing is available at test centers worldwide. Get more GRE information on line at: <http://www.gre.org/>.

Students are strongly encouraged to set aside time for disciplined study in preparation for this test. A careful review of algebra and geometry is a must. (Taking a college level math class every year is not a bad idea). There are several good GRE review books available at most bookstores. These include math and vocabulary drills and review, plus copies of full-length practice tests. It is essential that students take several practice tests under "real" conditions, timed and closed book. Much of the skill involved in doing well on tests like these has to do with knowing how fast to work, which questions to invest more time on, and, most importantly, what strategies to use in attacking the different types of problems. These skills can be significantly enhanced through experience and practice.

The Subject GRE, also called the Psychology Test, is a set of approximately 200 to 225 multiple choice questions covering the entire field of psychology. Graduate schools use it as a standard measure of the applicant's knowledge of the field. Not all programs require this test, but many do, and those that do not may be influenced by a high score. When used minimum scores range from 600 to 700 (60th to 90th percentile). All psychology majors at Pacific Union College are required to take the Advanced GRE at the end of the Autumn Quarter of the senior year.

In a real sense the entire psychology major is a preparation for this test. Students who did well in their psychology courses, especially those who were intrinsically interested in learning, not just in the minimum necessary for a good grade, will be in a better position to do well on this test. In the

Autumn Quarter of the senior year all majors take the course "Systematic Issues in Psychology," which is in part a comprehensive review of the subject areas in psychology, using a high-level general psychology textbook. This class should help the student prepare for the Subject GRE, although the responsibility for preparing rests with each student.

E. Recommendation Letters:

Letters of recommendation are taken very seriously by graduate school admission committees. They are a primary source of information regarding those qualities and abilities which can not be measured objectively through GPA or test scores. Graduate schools are looking for applicants who are personally mature, responsible, motivated, committed to and personally "turned-on" by psychology, and who, in general, will make a positive contribution to their academic community. Responsible, enthusiastic participation in class is one of the best ways to get good recommendation letters, (See sample Recommendation Form in Appendix).

Most programs will ask for three or four letters of reference. These should be from either college professors or supervisors from a psychology related work, volunteer or research experience. At least two of the letters should be from psychologists. Don't assume that people will write you a positive reference; politely ask them if they feel that they know you well enough to write a positive letter. Potential references should be contacted early in the Autumn Quarter of the senior year, and should be provided with your resume, a list of classes taken from them (with grades earned) and addressed, stamped envelopes. Give your letter writers a list of all of the schools you are applying to (along with any specialized recommendation forms) at once. Do not give them two this week, another the next week, and three more the third week. Allow at least three weeks from the time you ask for the letter to the time it is actually mailed. Remember, faculty are probably writing letters for other students, and the end of the quarter tends to be a busy time for faculty, too.

One of the advantages of a small liberal arts college like PUC is that students have the opportunity to get to know their professors personally. This is important, since a good letter of recommendation is not just positive, but concrete and specific. A letter reading "Joe is an enthusiastic, mature and superior student" is much less effective than one that reads "Jennifer is the kind of student a teacher relishes. In my Social Psychology class she regularly asked me for outside references, and would come by my office to discuss her interest in cognitive dissonance research." In order for teachers to write

effective letters like this, students must take advantage of small class sizes to share their interests and personalities.

On the other hand, negative impressions are easily, if subtly, communicated at a small school. Consistently sleeping through class, turning in sloppy or late assignments, or getting by with minimum effort are remembered and interpreted by faculty as immaturity, laziness or apathy. The temptation may arise to "fake good" and attempt a superficial interest or commitment. Not only is this usually easily seen through, but it is foolishly counterproductive. If one is not genuinely interested in some area of psychology, then why fake it? A more common problem is the student who is genuinely interested and excited by some areas of psychology, but is shy or uncomfortable about sharing this interest with a teacher. Students are encouraged to take a small risk, either in class, during office hours, or at one of the many opportunities for informal teacher contact (club functions, chapel, Sabbath school, etc.) and allow the behavioral science faculty to get to know them. This will not only result in more concrete, and therefore helpful letters of recommendation, but will greatly enhance the learning community of our department.

F. What Graduate Schools are Looking for (and what they are not looking for)

Graduate Schools use G.P.A. and GRE scores to identify a relatively large group of applicants who have a good chance of succeeding with advanced academic study. The more competitive schools will use fairly high cut-offs, less competitive schools will use somewhat lower cut-offs. This process still leaves many more qualified students than any one program can accept; How do they make their selections from this group? No one knows the precise answer to this all-important question, since every acceptance committee has its own procedures and criteria. However, Dr. Patricia Keith-Spiegel, in her invaluable book *The Complete Guide to Graduate School Admission* (1991) has summarized the results from

numerous surveys she conducted with actual selection committees that provides some excellent insight. Every student considering applying to graduate school is strongly encouraged to purchase, or at least study, this book (available in the Behavioral Science Department). What follows below is a selection of important positive and negative traits which have a significant impact on an applicant's chances of getting accepted to graduate school. (Note that this list is compiled from several different lists supplied by

Keith-Spiegel, and that the characteristics will have different rankings than those given in her book.)

Positive Qualities:

1. Applicant is listed as a senior author of a research article published in a refereed scholarly journal.
2. Applicant is sole author on a paper presented at APA, APS or WPA.
3. Applicant's personal statement reveals a sustained and focused interest in an area appropriate to your program.
4. Applicant writes very well
5. Applicant includes a research paper (independent study project) in submitted application package that is relevant to your program focus.

Negative Qualities:

1. Academic dishonesty
2. Application materials prepared in careless manner and reveal numerous spelling and grammatical errors
3. Application turned in late.
4. Applicant hands in assignments late
5. Applicant misses classes frequently
6. Applicant sleeps during lectures
7. Applicant talks to neighbors during lecture presentation

G. Research:

Several recent surveys of graduate school admission committees have shown that the research experience of undergraduate students is the single most important factor when distinguishing between qualified applicants. In other words, when choosing between two applicants who both have GPAs above 3.5, GRE scores above the 90th percentile, and positive letters of recommendation, the applicant with more research experience (as opposed to the higher GPA or test score) is more likely to be selected. Research experience can also significantly help the applicant whose grades or test scores may be a little below the average graduate school applicant.

Another one of the strengths of the psychology major at PUC is that we require all of our students to take a three-quarter research sequence of courses (Statistics, Research Design and Experimental

Psychology). The "Statistical Package for the Social Sciences" (SPSS), a powerful computer based program for the statistical analysis of research, is taught in research design. Mastery of this program is looked upon quite favorably by graduate school admission committees. Students planning on graduate school are strongly advised to complete this sequence by the end of their junior year. By the end of this sequence the psychology student will have designed, carried out and written up their own psychology experiment. They will also have presented their research at an on-campus, student research symposium sponsored by PSI CHI. If this project is carried out thoughtfully and carefully, students should have a good probability of getting their research accepted for presentation at the Western Psychological Association Convention and may possibly submit it for publication in a psychological journal. Either the presenting or publishing of research is a significant aid in the graduate school admission process. Students are also encouraged to attend several psychology conventions, even when not presenting themselves, both to expose themselves to new research in psychology and to learn about psychology as a profession.

Students interested in further research experience may consider applying to the honors program in their freshman or early in their sophomore year.

This program is designed to enrich the studies of academically motivated and qualified students. Many of the general education requirements are met by taking the core honors classes, which follow more of a seminar format. In the senior year students complete an honors research project. The benefits of this program include an enhanced liberal education experience, a second, structured, research experience, and the designation "With Honors" on the diploma and transcript. All of these will add to the credentials of the potential graduate school applicant. Entrance requirements to the honors program may be found in the school Bulletin.

Interested students may want to seek research experience on their own, either during the summer at colleges, universities or hospitals near home, or by assisting a PUC professor with his or her own research. Students with such an interest are encouraged to discuss it with their advisor.

H. Extracurricular Activities:

Student involvement in out-of-class activities has two significant consequences. First, it

contributes to the development of our department community. Every year the unique pattern of personalities created by our students and faculty makes possible special and important opportunities for intellectual, social and spiritual growth. Liberal arts education is not limited to what goes on in the classroom. Often the most important learning experiences for both student and teacher occur in informal debates or discussions carried on in hallways and office doorways, shared joy in a video or a softball game, or spiritual communion in a song or prayer. Students are encouraged to join and participate in the academic, social and spiritual life of the department outside of the classroom.

A second benefit of extracurricular participation is the opportunity it affords for allowing faculty to get to know students well enough to write helpful recommendation letters. Students who actively participate, or even better, serve as officers, in the departmental clubs and organizations give faculty much more specific, concrete data on which to base such letters.

PSI CHI is the national honor society in psychology. Membership in it is recognized world wide as a sign of academic achievement and commitment to academic excellence. PUC is one of only two SDA colleges to have a chapter of PSI CHI on campus. Membership requirements include a minimum of 12 psychology units and a cumulative GPA of 3.5. Activities include special interest seminars and symposiums, support and information relating to career and graduate school selection, viewing and discussion of psychologically relevant videos and plays, attendance at psychological lectures and conventions.

Students are also encouraged to join the American Psychological Association as a student affiliate. This costs \$25.00 a year and includes a subscription to *American Psychologist*, the basic journal of the American Psychological Association, and the *APA Monitor*, the APA's newspaper. Application forms are available at the Department of Psychology & Social Work office. In addition, the motivated student is encouraged to pick a psychological journal covering a particular subject of interest (social psychology, child development, psychotherapy, etc.) and read through current issues as they come to the library (usually every month, or every quarter). This will help keep the student up-to-date on current research in the field, suggest areas for their own research, and perhaps even suggest graduate programs to apply to. Discussing these articles with department faculty helps focus important questions, and allows professors to become aware of your interests and motivation.

I. Volunteer and Work Experience:

Students are encouraged to seek some sort of practical experience during their college years. This does more than deepen classroom learning or improve the graduate school application (although it will do both of these). It serves to emphasize one of the primary goals of the Department of Psychology & Social Work. Educated students are those who not only can use knowledge to understand their world, but have the commitment to use their knowledge to make it better. The Angwin community offers several opportunities for interested students to work in group homes for emotionally troubled children. Other work or volunteer opportunities may be available at the St. Helena Hospital, Napa State Mental Hospital, and the suicide prevention line. In addition, the Student Association often makes available opportunities to work with the homeless population in San Francisco or prison inmates in Vacaville.

Interested students should take the course "Psychology Fieldwork" in the Fall quarter. After completing the weekly seminar, students may repeat the agency placement several times.

In addition to these community service opportunities, the Department of Psychology & Social Work hires several students every year to work as secretary/readers and laboratory assistants. These jobs give students a greater exposure to psychology, experience in research and teaching, and allow department faculty to get to know them better. These positions usually go to students who have demonstrated maturity, independence, self-motivation and academic accomplishment. Interested students who feel themselves to be qualified should inquire with the department chair.

J. Personal Statement:

Every graduate program will require an autobiographical essay, describing the student's background, interests and characteristics which suggest success for graduate school and for a psychological career. Every program will have its own unique requirements for this essay, but in general it will ask the student to synthesize academic, extracurricular and personal information in a way that communicates desirability for selection. This essay should be taken very seriously, and written very carefully. The student should show early drafts to friends and family who know them well, and to psychology professors (and perhaps English professors) who can offer helpful feedback.

K. Financial Aid:

Graduate school is very expensive. Even state schools can cost several thousand dollars a year in tuition, plus living expenses and books. Private schools can cost much more. While finances need to be taken seriously, students are encouraged not to let cost be the factor that prevents them from applying to a program they are interested in. Financial Aid is usually available, in the form of fellowships, grants, loans and work. It is rare that students can't work out the financial arrangements.

L. Timetable for Graduate School Preparation and Application:

Freshman Year

1. Take Freshman level required introductory psychology and cognate courses.
2. Concentrate on General Education classes, and take these seriously! Remember, the first purpose of college is to become liberally educated, and Graduate Schools are looking for these kinds of applicants. History of Western Art is as important as General Psychology. **DO NOT SHY AWAY FROM MATH, SCIENCE AND WRITING CLASSES.**
3. If you meet the requirements, seriously consider the Honors program. This will greatly enhance your liberal education, and provide you with another opportunity to do research in your senior year.
4. Take care of your grade point average. Don't get depressed over "C's," but concentrate on improving your grades every quarter. Remember, you are aiming for a minimum GPA between 3.2 and 3.5, so eventually you will need to get mostly "B's" and "A's."
5. Get involved in the life of the department community. Join the Behavioral Science Club.
6. Attend activities and volunteer to work on special projects, even if it's just organizing food or car washes. Don't worry if you do not feel like one of the "insiders" just yet, that will come in time. The faculty and older students want to get to know you (and, you want them to know you!)
7. Talk to faculty and older students about career options in psychology.
8. Apply for student membership in the American Psychological Association and the Western Psychological Association

Sophomore Year

1. Start a file box in which you will put important information from Grad School. Save notes on your activities and accomplishments for your resume. Locate and save information on possible interest areas in psychology (research and/or clinical), copies of journal articles, etc. Save the syllabi from your major courses and (very important!) save your textbooks. Also, save copies of major term and research papers.
2. Take upper division psychology courses, and notice specific research areas you might be interested in. Talk to professors who may have special knowledge or active research interest in those areas.
3. Regularly read current issues of a psychology journal in an area you are interested in. Note current research methods, problems and topics.
4. Join PSI CHI (if eligible).
5. Attend the WPA convention in the spring. Meet current graduate students and talk to them about their experience, ask for advice. Pay attention to the content and structure of research presented (especially poster sessions). Start thinking about the kinds of graduate programs you might be interested in.
6. If you are interested in clinical or counseling areas of psychology, try to arrange for some clinically related experience for this summer or next year. Examples include psychiatric technician or orderly, group home worker, preschool assistant, crisis line volunteer. Look for a setting where you can demonstrate your interpersonal maturity and skills, and get supervised by a psychologist (or at least some licensed mental health worker).
7. Review your progress with your advisor. Will your GPA be over 3.0 by the end of your sophomore year? If not, assess the reason (motivation?, study skills? etc) and work on improvement.

Summer Between Sophomore and Junior Year

1. Consider taking one or two General Education Courses in summer school.
2. If you need to work, try to find a job that relates in some way to your area or population of interest (e.g. children).
3. If you are thinking of a career in human

services, consider a volunteer placement for a few hours a week in a community agency.

Junior Year

1. Start the research sequence (Research Design and Experimental Psychology). Develop a sense of the joy of discovery in research; it will make things easier for you, and you will do a better job. If you do a good job on your research project you will be able to submit it for presentation at the WPA convention.
2. Consider getting involved in another research project, either assisting with a faculty project, designing your own (under faculty supervision), or working with someone off campus. You may do this during the school year, or during the summer.
3. Continue taking upper division psychology courses. Consider taking elective math and science courses above the general education requirements. Consider especially at least the first course in College Algebra (MATH 111). This will improve the quality of your application, and most importantly, help you prepare for the GRE.
4. Check with your advisor and the Graduation Analyst to make sure you are on the right track for graduation.
5. Study the book Graduate Study in Psychology, published by the APA (a copy can be found in the Department of Psychology & Social Work). Start identifying programs you might be interested in attending. Pay attention to the competitiveness of the program, the strictness of the admission criteria, the emphasis in the training. Make a list of programs you are interested in (include a broad variety - Ph.D. and masters, more and less competitive, applied and experimental. You will narrow it down later).
6. Take the Graduate School Application Seminar in the Spring quarter - this will give you crucial support in preparing to apply to grad school in the next Fall.

Summer Before Senior Year

1. Request information (bulletins, brochures, financial-aid forms, application forms and list of faculty research interests) from programs you are considering applying to (see sample letter in Appendix B). Remember, from now on, every contact you have with a graduate school will contribute to their impression of you. This includes phone conversations with secretaries and letters requesting information. Always be polite and "mature" on the phone. Always neatly type and proofread letters. Don't be conservative, contact at least 25 different schools! Review and organize the information carefully as you get it. Look for programs that have a "goodness of fit" with your interests and qualifications. Try to identify programs and faculty that specialize in areas you have special interest or experience in.
 2. If you didn't take the general GRE in the spring, be sure to register for the October administration (register through the PUC counseling center to guarantee a non-Sabbath administration date). If you took it in the spring but didn't do as well as you would like (i.e., your scores are below the minimum listed for graduate programs you are interested in) register to take it again. In either case, **STUDY! STUDY! STUDY!** (You will be taking the Psychology GRE in December.)
 3. The actual application process will take up much of your time during Autumn Quarter. It will also cost money (\$50 to \$75 per application). You will be encouraged to apply to at least 10 programs, so the cost for application fees alone will be around \$700. You will also probably want to visit some of the schools you are applying to, and this will also cost money. Don't let money stop you! All schools have a process for waiving application fees for students with demonstrable financial need. Find out if you qualify. Spend some time this summer getting money together for the application process. Work, talk to parents, church, etc. A couple of hundred dollars sounds like a lot of money right now (and it is), but compared with the benefits associated with reaching your educational goals, it is worth it.
- submit your research project from last year for presentation at this year's WPA convention. This process will be easier if you are a member of PSI CHI. Deadline for submission is usually in October or November.
 2. Take "Systematic Issues in Psychology." This class will help you prepare for the psychology GRE. But remember, preparing for and applying to graduate school is your responsibility.
 3. Consider taking a lighter load than usual Autumn Quarter. If you are serious about applying to graduate school, the time you will spend on the application, test preparation and taking process will be roughly equivalent to a 3-hour course.
 4. Prepare a personal resume. This will be given to faculty who write letters of recommendation for you, and will also be included in your application.
 5. Start narrowing down your list of graduate schools. Look for that "goodness of fit." Talk it over with friends and faculty who know you. Try to apply to at least 10, including two whose requirements you definitely meet, two whose requirements may slightly exceed your qualifications, and the rest somewhere in between. Remember, graduate school is so competitive that you are not guaranteed admission even to schools you are qualified for (they have many more qualified applicants than slots).
 6. Request a student copy of your transcripts from every undergraduate institution you have attended. Check these over carefully for errors. You have time to correct these now, but you won't later.
 7. Plan informative visits to schools high on your list during Autumn Quarter. Don't just drop in unannounced; call ahead and ask if there might be a convenient time for you to talk with a faculty member (specify someone if you have your eye on his/her research interest) and some graduate students. This will not be an admission interview, just a chance for you to get a better feel for them.
 8. Register for the Advanced GRE offered in December. (Do this through the PUC counseling center in order to get a non-Sabbath administration date.) If needed, register to take the Millers Analogies Test (MAT). Most students take this at the counseling center at the University of California at Berkeley.
 9. Contact those individuals whom you plan on

September and October of Senior Year

1. With the consultation and consent of your advisor or department chair, revise and

having write your letters of recommendation. (You will need three to four, and two to three of these must be psychologists). Ask them politely but directly if they feel they know you well enough to write a positive letter (see Handbook section on recommendation letters). Allow three to four weeks from the time you ask to the time the letter is actually sent.

November of Senior Year

1. Finalize the list of schools you will apply to. Check the application deadlines, and post these where you will see them frequently (e.g. your bathroom mirror, cover of your notebook). Make sure you have complete application packets for all of these schools.
2. Write your personal statement. Rewrite it. Show it to some people. Rewrite it again. (See Handbook on personal statement).
3. Request that your GRE and MAT scores be sent to all schools you have decided to apply to.

December of Senior Year

1. Prepare the final copies of your application materials. These must all be carefully and flawlessly typed. Make a complete photocopy of each application for your records. All applications should be mailed in at least two weeks before the deadline. Make sure to include necessary application fees, or arrange for a waiver based on financial need.
2. Have your transcripts from all undergraduate institutions be sent to all of the programs you have applied to.
3. As you get close to application deadlines, check with your recommenders and ask if they need any more information to write your letter (of course, you are really checking to see if they have sent your letter).
4. Two weeks after mailing in your application materials (or a week before the application deadline) check with your schools to make sure they have received all of your materials. Be polite!

January - April of Senior Year

1. Get ready for some anxious waiting.

Acceptance offers probably won't come till April. You may however, get rejected before then. Rule #1: everybody gets rejected somewhere, and most people get rejected from most programs. Don't take it too hard.

2. Find out the policy of each school you applied to regarding interviews. Some interview everyone, some only interview after making a "first cut," some only interview those who request one, and some don't interview at all. Read the application information first before calling to find out. Schedule interviews where appropriate, or be prepared for "surprise" telephone interviews. Anticipate likely questions and practice answering them.
3. Prioritize your schools, so you will know how to respond if you get accepted somewhere. If school #3 accepts you early, don't be pressured into immediately accepting it. Thank them sincerely and politely and tell them you will get back to them. Call schools #1 and #2 to check on your status (are you still being considered?). By the beginning of April you should have heard one way or the other from all of your schools. Call any school you haven't heard from and check on your status. Don't accept any offer until you are sure it is the school you will attend. NEVER accept an offer from more than one school. Once you accept an offer, promptly turn down all other offers. It is NOT appropriate to accept one offer, then turn it down when a "better" offer comes around. Make sure you have considered all available options before accepting an offer. Keep in close contact with your advisor during this process. It is a good idea to consult with your advisor before accepting an offer.
4. If you are not accepted at any program, do not give up hope! You still have several options. These include applying to a master's program at a school still accepting applications for the next fall (you will be able to find several of these); take a year off and work on improving your application (GRE scores, re-taking courses with bad grades, getting research or clinical experience) and apply again next year; apply for graduate study or employment in some related area or field. Consult with your advisor immediately.

III. *Psychology Major: Pre-Med or Pre-Dent (Track II)*

The Department of Psychology & Social Work has many students who are preparing for a non-psychology profession such as medicine but

who have chosen to major in psychology. Many professional graduate school desire applicants who have a well-rounded background as opposed to narrow interests, and since most of these professions are people-oriented, a psychology major is a very useful major to their chosen career. The Pacific Union College premed handbook points out that most medical schools encourage the selection of non-science majors. If you are a student who wants to go into one of these non-psychology professions yet also take a major from the Department of Psychology & Social Work, you may be interested in the "Psychology & Culture" emphasis of the Psychology Major. This offers a broader exposure to a variety of Psychology courses, in addition to course work in Sociology and Social Work. It also allows a bit more flexibility, which may make it easier to work in other required pre-professional courses. Either emphasis of the Psychology major will go well with premed, premed, or prelaw programs; if you think you might want the option of later pursuing psychology in graduate school, then the psychology & science emphasis might be a better choice.

Premed psychology majors should stay in close contact with the premed advisor. The premed psychology major should focus the first two years on the pre-med courses and also on preparing to take the MCAT. The psychology course requirements can be taken care of as the premed schedule permits, with the rest of these psychology courses being taken during the last two years of college. This same basic advice also holds for the premed psychology majors.

Following are sample schedules showing a major in psychology with either emphasis along with the pre-med and pre-dent courses:

Major in Psychology: Premed and Pre-dent

<u>First Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
General Psychology	4		
Intro to the Psych Major		1	
College English		4	4
Biological Foundations	5	5	5
General Chemistry ¹	5	5	5
General Education	<u>3</u>	<u>2</u>	<u>3</u>
	17	17	17
<u>Second Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
Introduction to Sociology		4	
Psychology Seminar		3	
Introduction to Stats	4		
Child Development ²	4		
Organic Chemistry	4	4	4
General Physics ³	4	4	4
General Education	<u>3</u>	<u>2</u>	<u>9</u>
	17	17	17
<u>Third Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
Colloquium	.2	.2	.2
Statistical Methods		3	
Cultural Anthropology		4	
Social Psychology		4	
Additional Psychology ⁴	8		
General Physics	4	4	4
General Education	<u>5</u>	<u>2</u>	<u>13</u>
	17	17	17

⁵ Biology should be taken the first year. Students without good preparation in chemistry should take Intro to Chemistry before the General Chemistry sequence. Many premed majors take the entire year of General Chemistry in the summer after the freshman year.

⁶ If the Child Development Lab conflicts with a science lab, take Physiological Psych or Personality.

⁷ Many premed students will take the entire year of physics in the summer after their sophomore year.

⁸ Take two of Personality, Physiological or Child Development (whichever not already taken).

<u>Fourth Year</u>	<u>A</u>	<u>W</u>	<u>S</u>
Colloquium	.2	.2	.2
Systematic Issues History/Systems of Psychology	3	4	
Issues in Rel. Ethics... Research Design	4		4
Experimental Psychology		4	
Gender Issues /Race Relations			3
Learning and Memory Psych of Religion			4
/Sacred & Profane	3		
Psychology Electives*		4	4
<u>General Education</u>	<u>2</u>	<u>4</u>	<u>2</u>
	16.2	16.2	17.2

IV. Psychology Major: Preparation for Careers that do not Require Graduate Training (Track III)

A. Bachelor's Level Jobs

While careers as a psychologist or licensed therapist do require graduate school in addition to an undergraduate major in psychology, there are careers in fields both directly and indirectly related to psychology that are available to students with only an undergraduate degree. It is a good idea to take some courses from other departments to better prepare you for that career. For example, a psychology major is good preparation for working in a company's personnel department; however, a student would be even better prepared if s/he took some management/business courses. According to Zeller (1988), a psychology major is good preparation for the following list of bachelor level careers:

- activity director
- addiction counselor
- administrative program assistant
- admissions market analyst
- admissions - public relations director
- admissions recruiter
- admissions representative
- adolescent care technician
- adolescent chemical dependency counselor
- advertising trainee
- adviser-educator
- affirmative action officer
- agency representative
- airline reservations clerk
- alcohol counselor alcoholism counselor
- alcoholism unit manager
- area administrator arena and sports facility instructor
- assistant residence manager
- assistant youth coordinator
- association manager
- behavior analyst
- camp staff director

caretaker
case tracking specialist
case worker
center supervisor
chemical dependency advocate
chemical dependency coordinator
chemical dependency counselor
chemical dependency secretary
chemical dependency technician
child-care counselor
child-care worker
child-development worker
child-protection worker
circulation manager
clerical worker
collection assistant
collector
college admissions representative
community activist
community correctional service worker
community outreach coordinator
community organizer
community service coordinator
community worker
compliance officer
consultant
cottage treatment team
counselor
counselor aid
counselor (drug)
counselor/therapist
county personnel officer
crime-prevention coordinator
customer relations
customer-service trainee
daily living aid
day-care aid
demonstration coordinator
deputy juvenile probation officer
developmental reading instructor
development officer
director of activity and recreation
director of alumni relations
director of day-care center
director of displaced homemakers
director of human services
director of Indian education
director of planned parenthood
director of planning
director of security
director of youth service bureau
driving instructor
drug counselor
early childhood specialist
education prevention specialist
education daytime coordinator
educational coordinator
educational representative
educational salesperson
educational textbook representative
employee-assistance program specialist
employee counselor
employment counselor
employment representative
executive director
export order coordinator
field representative
foster-home parent
grants coordinator
group home coordinator
group home counselor
group home parents
group leader
group worker
head of alumni affairs
head of fund raising
host/hostess
house parents
human-relations director
human-services technician
infant-stimulation teacher
information specialist

information referral specialist
in-service director
instructor
instructor, handicapped adult program
insurance agent
interviewer investigator
juvenile justice planner
juvenile prevention program coordinator
juvenile specialist
living-unit assistant
loading dock superintendent
management trainee
marketing manager
mental retardation professional
mental retardation unit manager
neighborhood outreach worker
occupational information developer
park and recreation director
patient service representative
personnel analyst
personnel coordinator
personnel generalist
planner-assistant
planner-evaluator
private school representative
private tutor
probation officer
professional worker
program consultant
program coordinator
program director
project learning instructor
police-training coordinator
public information officer
rehabilitation aid
relief house parents
research analyst/planner
research assistant
research trainee
residence counselor
resident aid

resident caretaker
residential assistant
residential director
residential service coordinator
residential supervisor
resource developer
retain manager
salesperson
secretary
security officer
service advisor
social security adjudicator
social security interviewer
social service director
social services supervisor
social studies teacher
social worker
social worker coordinator
statistical assistant
student activities adviser
supervisor
support service manager
task force coordinator
temporary admissions clerk
textbook coordinator
trainer
trainer-coordinator
veteran's advisor
volunteer coordinator
work activity program director
youth worker

If you have an interest in finding out more about what kinds of careers one can enter with a bachelors degree in psychology, you will want to check the following sources, all of which are available in the Department of Psychology & Social Work:

- Fretz, B. (1979) Where to look for positions. in P.J. Woods (Ed.), *The Psychology Major: Training and Employment Strategies*. Washington, D.C., American Psychological Association, pp. 27-29.
- Woods, Paul J., editor. (1987) *Is Psychology the Major for You?*, Washington, D.C., American

Psychological Association.

- Woods, Paul J., editor. (1988) *Is Psychology for Them? A Guide to Undergraduate Advising*. Washington, D.C., American Psychological Association.
- Zeller, M.J. (1988) Titles of jobs in human services for students with a bachelor's degree in psychology, In P.J. Woods (Ed.), *Is Psychology for Them?: A Guide to Undergraduate Advising* (pp. 195-196). Washington, D.C., American Psychological Association.

B. Skills and Knowledge Values in Bachelor Level Applicants by Prospective Employers

What skills and knowledge do prospective employers expect bachelor's level psychology majors to have? In 1988 Edwards and Smith interviewed 118 organizations in the Chicago area. These organizations were asked to state the skills, knowledge and personal traits that they deemed important for psychology majors that they would hire for positions requiring some research duties. These employers included non-profit organizations such as charitable or community organizations, government agencies, and commercial for-profit companies that sold a product or a service such as banking or advertising. The following is a summary of the most important skills, knowledge, and personal traits the prospective employers said they would like to see in their bachelor level psychology employees.

Skills

1. Write proposals and reports
2. Identify problems and suggest solutions based on research findings and knowledge of behavior
3. Conduct interviews
4. Do statistical analysis
5. Design and conduct research projects

Knowledge

1. Attitudes, opinion formation and change
2. Personnel selection
3. How people think, solve problems and process information
4. Effects of physical environment on people's feelings and actions

Personal Traits

1. Ability to work with others in a team
2. Motivation to work hard
3. Positive attitude toward work
4. Organization, leadership and flexibility
5. Communicates well

Many of the courses required in our curriculum address these objectives in a direct manner.

In a similar study the following knowledge and skills were stated as being most important by prospective employers:

Skills

1. Working with families
2. Interviewing and group processes
3. Writing psychological reports

Knowledge

1. Normal psychological development
2. Abnormal psychology
3. Legal/ethical issues

Again, many of the courses in the psychology curriculum address these concerns.

In summary, you, the psychology major should:

1. Identify who you are and what your goals are.
2. Realize that employers do want bachelor level psychology majors.
3. Acquire the skills, knowledge, and personal qualities desired by the prospective employers.
4. Select classes that are consistent with the career path.
5. Gather resources about employment issues.

**V. Sources for Further
Information on Psychology
Careers and Graduate School**

- Altmaier, E.M. & Meyer, M.E. (1985). *Applied Specialties in Psychology*. NY: Random House.
- Baum, Cynthia G. (Ed.) (2000). *Graduate Study in Psychology*. Washington D.C., American Psychological Association.
- Buskist, William and Mixon, Amy, (1998). *Allyn and Bacon Guide to Master's Programs in Psychology and Counseling Psychology*. Boston, Allyn and Bacon.
- Degalan, Julie and Lambert, Stephen, (1995). *Great Jobs for Psychology Majors*. Chicago, VGM Career Horizons.
- Gifford, Robert (1991). *Applied Psychology: Variety and Opportunity*. Boston, Allyn and Bacon.
- Kardas, Edward P. (1999). *Psychology Resources on the World Wide Web*. New York, Brooks Cole Publishing Company.
- Keith-Spiegel, P. (1991). *The Complete Guide to Graduate School Admission, Psychology and Related Fields*. Hillsdale, NJ, Lawrence Erlbaum Associates.
- Landrum, E., Davis, S., and Landrum, T. (2000). *The Psychology Major, Career Options and Strategies for Success*. New Jersey, Prentice Hall.
- Mayne, Tracy, & Sayette, Michael. (2000). *Insiders Guide to Graduate Program in Clinical Psychology 2000-2001*. New York, Guilford Press.
- McLaughlin, Ann. (2000). *Occupational Outlook Handbook 2000-2001*. Scottsdale, Associated Book Publishers, Inc.
- Nettles, Olin J. (Ed.) (1993). *Getting In: A Step by Step Plan for Gaining Admission to Graduate School in Psychology*. Washington D.C., American Psychological Association.
- Palmer, E. and Thompson-Schill, S. (1997). *Barron's GRE Psychology 4th Edition*. New York, Barron's Educational Series, Inc.
- Psychology, Careers for the Twenty-First Century*, American Psychological Association, Washington D.C., 1995.
- Sternberg, Robert J. (1997). *Career Paths In Psychology: Where Your Degree Can Take You*. Washington D.C., American Psychological Association.
- Woods, Paul J. (1979). *The Psychology Major: Training and Employment Strategies*. Washington D.C., American Psychological Association.
- Woods, Paul and Wilkinson, Charles, (1987). *Is Psychology the Major for You?* Washington D.C., American Psychological Association.

STANDARD RECOMMENDATION FORM

To the Applicant: This form should be given to professors who are able to comment on your qualifications for graduate study in psychology. You should not request a recommendation from a non-academic person unless you have been away from an academic institution for some time. For the convenience of the person completing this form, you should include a stamped envelope addressed to each graduate program to which you are applying.

Under the federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that the recommendations will remain confidential. It is your option to waive your right to access to these recommendations or to decline to do so. Please mark the appropriate phrase below, indicating your choice of option, and sign your name.

- [] I waive my right to review this recommendation.
 [] I do not waive my right to review this recommendation.

Date _____ Applicant's signature _____

Name (print) _____

Degree sought (check one): Master's [] Doctorate []

RECOMMENDATION

1. I have known the applicant for ____ years, ____ months.
2. I know the applicant: slightly [] fairly well [] very well []
3. I have known the applicant:

[] As an undergraduate student	[] As a teaching assistant
[] As a graduate student	[] As an advisee
[] Other _____	
4. The applicant has taken: none of my classes [] one of my classes [] two or more of my classes
5. Indicate the population with which the applicant is being compared in this rating:
 - [] undergraduate students whom I have taught or known.
 - [] graduate students whom I have taught or known.
 - [] all students, graduate and undergraduate, whom I have taught or known.
 - [] colleagues whom I have worked with.

Originality

- [] Generates creative ideas in class discussions.
- [] Has devised a surgical technique, designed laboratory equipment, or developed an unusual research strategy.
- [] Has completed an innovative research project.
- [] Has won a prize for creative writing or worked on the school or local newspaper as a writer.
- [] Has created an original work of art or music.
- [] Recasts old problems in original ways.

Social Skills

- [] Organized a science fair or similar special event.
- [] Seems to be good at helping people who are upset or troubled.
- [] Is sought by students or faculty for advice.
- [] Makes and keeps friends easily.
- [] Participates in voluntary community or social service activities.
- [] Was employed as a case aide, psychiatric technician, or student assistant in a telephone hotline

Leadership and Persuasive Skills

- Is convincing in discussions or debates.
- Leads group discussions easily.
- Was active in the Department of Psychology & Social Work.
- Was elected an officer of an organization or to a political office.
- Volunteers to give oral reports.
- Was active in PSI CHI.

Orderliness and Clerical Skills

- Always completes class assignments or papers on time.
- Schedules own work and follows through with the schedule.
- Has worked as a department secretary or reader.
- Submits work that has been carefully proofread and checked for spelling or computations errors.
- Submits neatly prepared written reports.

Independence

- Tries to solve problems independently before seeking advice.
- Performed research with a faculty member that was not for course credit.
- Completed an independent project with little faculty direction.
- Requires little direction from faculty.

Commitment to Psychology

- Attended a regional psychology convention as an undergraduate.
- Attends psychology department colloquiums.
- Seeks out psychological literature beyond course work requirements.
- Is interested in a career of applying psychology.
- Is interested in a career of research in psychology.
- Is interested in a career of teaching psychology.

7. **Global Ratings:** Compared to the population indicated in Item 5, rate this applicant on each characteristic.

<u>Characteristic</u>	<u>Lower</u> <u>50%</u>	<u>Upper</u> <u>50%</u>	<u>Upper</u> <u>25%</u>	<u>Upper</u> <u>10%</u>	<u>Upper</u> <u>5%</u>	<u>No Basis for</u> <u>Response</u>
Academic Ability						
General Knowledge						
Scientific Skepticism						
Oral Expression Skills						
Written Expression Skills						
Originality						
Social Awareness/Concern						
Emotional Maturity						
Desire to Achieve						
Ability to Work with Others						
Leadership Skills						
Persuasive Ability						
Independence/Initiative						
Professional Commitment						
Research Skills						
Teaching Skills						
Potential for Success						
Carefulness in Work						

8. Is the applicant's academic potential greater or less than that indicated by her/his grades? Insert an X where appropriate on the scale below.

1 _____ 1 _____ 1 _____ 1 _____ 1 _____ 1
 much somewhat equal somewhat much no basis
 less less greater greater for judgment

9. If the applicant has had teaching experience, how would you rate her/his potential for college teaching?
 poor fair good excellent cannot determine

10. If the applicant has had research experience, how would you rate her/his research potential?
 poor fair good excellent cannot determine

11. How would you rate the applicant's potential for work in applied research settings?
 poor fair good excellent cannot determine

12. How would you rate the applicant's potential for clinical or counseling work?
 poor fair good excellent cannot determine

13. Indicate the strength of your overall endorsement of the applicant.

- Not recommended
- Recommended with some reservations
- Recommended
- Highly recommended

14. The space below is supplied for any additional information you may wish to provide, such as explanations of any of the critical incidents checked. The most important information you can provide about this applicant is information that is not reflected in the applicant's transcript and test scores (i.e., work done outside of class and other characteristics you believe are related to success in graduate school). Attach additional pages if necessary.

VII. Appendix B

SAMPLE "GRADUATE SCHOOL INFORMATION REQUEST LETTER"

(Note: An email request for information is possible at many institutions, and is faster. See <http://www.mit.edu:8001/people/cdemello/univ.html> for a list of graduate programs in psychology).

June 5, 2015

Graduate Admissions Office
205 Davie Hall CB #3270
Department of Psychology
University of North Carolina, Chapel Hill
Chapel Hill, NC 27599-3270

Dear Madam or Sir:

I am just completing my third year as a psychology major at Pacific Union College, and I am in the process of gathering information about programs in ***your field of interest, e.g., Health Psychology***. Would you please send me the following materials:

1. A graduate catalog and bulletin from your institution
2. Specific information concerning your Health Psychology program (e.g. admission requirements, special emphasis and opportunities, etc.)
3. A list of the research and clinical interests of your faculty
4. An application for admission and financial aid

I would appreciate receiving this information as soon as possible. Thank you so much for your assistance.

Sincerely,

VIII. Appendix C

*Selected Graduate Programs That Have Accepted PUC Department of Psychology & Social Work Majors
(Revised 9/16/15)*

Adler University
Andrews University
Auburn University
Arizona State University
Boston College
Boston University
Bowling Green University
Brigham Young University
California School of Professional Psychology
California State University Fullerton
California State University San Bernardino
Chicago School of Professional Psychology
Claremont Graduate School
Columbia University
Emory University
Fresno State University
Fuller Theological Seminary School of Psychology
George Washington University
Hastings School of Law
Howard University
Iowa State University
Loma Linda University
Loma Linda School of Medicine
London School of Economics
Mankato State University
McGeorge Law School
Michigan State University
New York University
Palo Alto University
Pepperdine University
Portland State University
Purdue University
Rosemead School of Professional Psychology
Sacramento State University
San Diego State University
San Jose State University
San Francisco State University
Santa Clara University
Seattle Pacific University
Syracuse University
University of Alabama
University of California Berkeley
University of California, Irvine
University of California Los Angeles
University of California Riverside
University of California San Diego
University of California Santa Barbara
University of California Santa Cruz
University of Denver
University of Idaho
University of Edinburgh
University of Maryland
University of Minnesota
University of Nebraska
University of Nevada, Reno
University of North Carolina, Chapel Hill
University of Pennsylvania
University of South Carolina
University of Tennessee

University of Utah
University of Washington
University of Southern California
Virginia Commonwealth University
Virginia Polytechnic Institute
Washington State University
Yale University

Pacific Union College
Angwin, CA 94508
The Psychology Major's Handbook
Department of Psychology & Social Work
2014-15