DEAR PSYCHOLOGY MAJOR:
Welcome to the Psychology/Sociology Department at the College of St. Scholastica! We had several goals in mind when we prepared this handbook for you:

*First, to provide a convenient source for answers to commonly asked questions about the Psychology/Sociology Department and about being a psychology major so that you would have a good overview of the department’s purposes, procedures, and requirements beyond the very basic information provided in the College General Catalog. You will see (and hear) the term “coherent major” used frequently; this handbook describes the components and how they work.

*Second, to summarize information on careers in psychology so that you can properly prepare for and anticipate the path(s) you might wish to follow.

*Third, to help you develop an identity as a psychology major at The College of St. Scholastica and identification with the field of psychology in general.

We hope you find the handbook interesting and useful. We would greatly appreciate your telling us what information was especially useful and what information you think should be added to help future students.

Best wishes,

THE PSYCHOLOGY FACULTY
By Way Of Introduction: 
Psychology/Sociology Faculty

Gerald Henkel-Johnson, Psy. D., L.P., Associate Professor
Chair, Psychology/Sociology Department

Gerald Henkel-Johnson received a BA in Psychology, with a minor in Business Administration from UMD; an M.A. in Educational Psychology (counseling) from UMD; and a Psy.D. in Counseling Psychology from the University of St. Thomas. He is a tenured Associate Professor, Chair of the Department of Psychology/Sociology. Dr. Henkel-Johnson teaches a variety of courses, and has particular interests in health psychology and forensic psychology.

Laurie Anderson, M.A., Instructor
PASS Advisor

Laurie Anderson has a M.A. degree in Educational Psychology and a Post Baccalaureate Teaching License from the University of Minnesota—Duluth. She earned her B.A. degree in Industrial Psychology and an Aviation Minor from St. Cloud State University. Ms. Anderson teaches Lifespan Development and Social Psychology. Her areas of interest include lifespan development (particularly child and adolescent development), personal wellness, and issues of grief and loss.

Sister Edith Bogue, Ph. D., Associate Professor

Sister Edith is a sociologist who provides advisement to students considering a Self-Designed Major or Minor in Sociology. After teaching full-time since 2002, she was asked to shift most of her effort to a new role as Vocation Director at the Monastery, to leading the Oblate program for lay people who practice Benedictine spirituality in everyday life, and coordinating social media. She says it is all a great exercise in applied sociology. She hopes to teach some Honors or upper-division writing-intensive courses (Health, Illness & Health Care; the Death Penalty; or Social Change) as time permits. She is passionate about sociology; her special interests include social inequality, religion in contemporary culture, and issues related to the seamless garment of life: people with disabilities, the unborn, those on death row. She serves on the Board of the Duluth Public Library. In free moments, she enjoys blogging, reading, photography, and quiet contemplation. 
Sister Edith can be found in Stanbrook 327 in the Monastery.

Mary Alice Carlson, M.A., Instructor
PSY Press Editor

Ms. Carlson has her M.A. degree in Educational Psychology from the University of Minnesota, Duluth, her B.A. in Psychology from The College of St. Scholastica and an A.A. from Fond du
Lac Community College. She teaches four courses at CSS: Introduction to Counseling, Abnormal Psychology, Group Dynamics and Lifespan Developmental Psychology. Ms. Carlson is interested in research dealing with emotions, grief, and bereavement.

**Janice Crede**, Ph.D., Lecturer

Dr. Crede began teaching at CSS in 2012 and is currently teaching General Sociology and Family and Society. She’s taught a variety of social science courses at the college level since 1998, and has ten years of experience working as a lecturer, advisor, and crisis counselor in Student Support Services. She earned her doctoral degree in Sustainability Education at Prescott College, as part of the inaugural cohort in the first program of its kind in the U.S. Her focus is on the social side of sustainability to better understand how societies shape our attitudes toward the natural world, the social forces at play which influence our environmental policies and education, and the negative effects of our relative disconnection from nature. Understanding human behavior and societal influences is paramount to tackling some of the biggest issues of our time, and she is passionate about helping create a more just and sustainable world for ourselves, our children, and all future generations.

**Audrey Devine-Eller**, Ph.D., Assistant Professor

Dr. Audrey Devine-Eller received her Ph.D. in 2012 from the Department of Sociology at Rutgers University, with a graduate certificate in Women's and Gender Studies, and her BA in philosophy and sociology from Seattle University.

She is a cultural sociologist with interests in education and criminology. Her research focus is on teenagers' transitions in and out of educational and carceral systems. Currently, she is writing about how high school students make post-secondary decisions. This research is based on more than six years of NSF-funded qualitative research in New Jersey high schools.

**Darryl Dietrich**, Ph.D., Professor

Dr. Darryl Dietrich specializes in cognitive development throughout the lifespan. He began his post-secondary education at Franklin & Marshall College with an A.B. degree in Psychology. Dr. Dietrich went on to receive his M.A. and Ph.D. in Developmental Psychology from Syracuse University, New York following his being drafted in the U.S. Army and serving in Vietnam as a preventive medicine specialist. Courses Dr. Dietrich has taught at CSS include: Developmental Psychology, Cognitive Psychology, Statistics, and Honors Psychology of Religion. Most recently he has conducted research on cross-cultural study of co-sleeping. He also recently completed a study on psychology of religion. Dr. Dietrich has held many administrative duties throughout his career at CSS and recently served as the Director of General Education.
Dr. Angela Hauger, Ph.D., Professor
Gerontology Program Director and DAPP Advisor

Dr. Angela Rosenberg Hauger earned a Ph.D. in Clinical Psychology with a specialty in Adult Development and Aging from Washington University in St. Louis, MO. Her B.A. is from the College of St. Benedict in St. Joseph, MN. She has been a licensed psychologist in Minnesota since 1991. Dr. Hauger teaches Abnormal Psychology, Research Methods, Psychosocial Aspects of Aging, Mental Health and Aging, and Introduction to Counseling. She has also taught in the Honors Program. Her current research activities focus on the mother-daughter relationship, family caregiving relationships, and training for challenging psychosocial and ethical situations in home health care.

Robert Hensley, Ph.D., Associate Professor
PSI-CHI Advisor

Dr. Hensley earned an A.A. degree in Liberal Arts at Kirkwood Community College and at the University of Northern Iowa he earned both his B.A. and MA degrees. Dr. Hensley went on to receive his Ph.D. degree from Iowa State University. He teaches General Psychology, Lifespan Developmental Psychology and History and Systems of Psychology. His research interest includes studying close relationships in late adulthood as well as predictors of mortality in the oldest old.

Nicole Nowak, Ph.D., Assistant Professor

Dr. Nowak earned her Bachelor of Applied Science in Psychology from the University of Minnesota Duluth, followed by a MA and PhD in Cognitive and Behavioral Neuroscience (Minor: Quantitative Methods) from Wayne State University. Dr. Nowak’s primary research focus is human spatial navigation/wayfinding and the identification of factors which contribute to this behavior. Dr. Nowak also has a research background in human ethology. Dr. Nowak’s role in this collaborative international group has primarily been to investigate cross-cultural predictors of infidelity, and the role of humor in marital satisfaction.

Karen Petersen, Ph.D., Associate Professor

Dr. Petersen completed her B.A. in Psychology and minor in Biology at Wellesley College where she also received her M.S. in Clinical and Biological/Health Psychology. She completed her doctorate work with a Ph.D. in Clinical and Biological Health Psychology from the University of Pittsburgh. She teaches courses in Clinical Psychology, Biological Psychology, Health Psychology, Empirical Research and Statistics. Dr. Petersen’s research interests include psychophysiological research and diverse behavioral and biological phenotypes.
**Debra Schroeder**, Ph. D., Professor

Dr. Debra S. Schroeder received her B.S., M.A., and Ph.D. degrees from Bowling Green State University in Ohio; her graduate degrees were in social psychology. She has taught at Scholastica since 1992 and had served as the Honors Program Director from 2006-2015. She teaches General Psychology, Social Psychology, Statistics, Psychology of Gender, and Honors Psychology of Human Sexuality. She has conducted social psychology-related research with students in the areas of the role of faculty and student gender in advising/mentoring interactions and relationships between perfectionism types and short-term physical illness complaints. Research related to honors, which she has presented at conferences of the National Collegiate Honors Council and/or published in their journal, has involved outcomes of honors education, evaluation of honors courses, and activities of honors directors.
PSYCHOLOGY MAJOR'S CHECKLIST

The following checklist is included as the first entry of this handbook because we want you to look at it often. Although the terms in boldface may not make sense to you at this point, read through this checklist to orient yourself to the requirements for successful completion of this program. The requirements are organized according to year. Go through the checklist often on your journey through the program, noting what you have completed using checkmarks.

EVERY SEMESTER

____ Have I made an appointment ahead of time to see my advisor during advisement week (the week before registration week)?

____ Have I reviewed my copy of the Advisement Major Schema form in preparing for my advisement appointment (am I using an up-dated version)?

____ Have I made a sustained attempt to participate in departmental activities (e.g., Psychology Association of St. Scholastica)?

FRESHMAN YEAR

____ Have I obtained a secondary advisor on the Psychology Faculty?

____ Have I completed an Intended Major Form? (Available from Registrar)

____ Have I explored the Gerontology Certificate, Gerontology Minor, and Human Services Concentration with my advisor?

SOPHOMORE YEAR

____ Do I have a Psychology Department faculty member as my official Advisor? (If not email the Department Chair.)

____ In the Spring Semester, have I had an information interview with the department chair? In preparation for this interview, have I filled out the Application for Major form (available from Registrar)?

JUNIOR YEAR

____ Have I discussed and explored Directed and Applied Project in Psychology (DAPP) possibilities with my advisor? (Psychological Science majors only)

____ Have I scheduled my GRE exam if I am planning on going to graduate school?

SENIOR YEAR

____ Have I completed the Application for Degree form by October 1st?

____ Have I completed and obtained signatures on the necessary forms before beginning my Directed and Applied Project in Psychology (DAPP)?

____ Have I watched for announcements of job fairs and recruiter visits?

____ Have I completed a practice job interview with the Student Development Center?

For graduate school applicants:

____ Have I contacted faculty members to write letters of recommendation at least three weeks before application deadline?

____ Have I assembled each part of the application package (e.g. transcripts, statements of purpose, resume forms, cover letters in time to proof), completed each part carefully, and mailed it before the deadline?
PSYCHOLOGY CURRICULUM

STATEMENT OF PURPOSE:

In addition to being committed to the ideals of The College of St. Scholastica’s mission statement, the Psychology Department attempts to achieve three broad goals: the communication, application, and creation of knowledge about human behavior and experience. In working toward these goals the intent is to provide students with the best possible understanding of the principles and methods of psychology as a science with its focus on the measurements, prediction and meaning of behavior and experience.

We believe that the understanding of psychology provided by our program is an excellent educational background for a variety of career choices and functioning as a liberally educated citizen. Therefore, in addition to providing a program which will prepare psychology majors for advanced study toward higher degrees in psychology, we believe in providing a broad-based education for students taking psychology courses for their major or minor, as part of another major, or as an elective. Academic career follow-up research indicates that the broadly educated bachelor degree graduate who has learned to think and solve problems effectively is at a personal and career advantage.

In view of the goals and objectives stated above, we do not offer a narrow specialization in any particular area of psychology at the undergraduate level. Instead we offer a broad-based program which provides students with a variety of perspectives and methodologies in psychology. This approach enables students to obtain a good overview of the various facets of psychology and prepares them to undertake specialized study at the graduate level, on-the-job training, or other subsequent training.
THE COHERENT MAJOR PROGRAM

Coherence: “To be natural or logically connected; to agree; be congruous. The … state of cohering.” (Random House Unabridged Dictionary)

The psychology faculty at St. Scholastica strives to actively and effectively link and coordinate factual content, theory, conceptual development, and critical thinking in our courses with a variety of co-curricular opportunities that foster confident career planning and professional competence. We attempt to apply a developmental perspective, recognizing that students’ thought, memory, and behavior develop gradually, and that in the long run, knowledge and skills that are integrated are more useful. Our objective is to go beyond “packing in” facts and “patching on” an idea here and another there by facilitating an increasingly informed and integrated intellect. To do that, we foster discussion and meet with groups of psychology majors outside of classes for pointed discussions as well as more casual conversation.

The faculty has sequenced the required courses, and many of the elective courses, to support gradual increases in depth of understanding and reduce the “giant steps” that can leave students feeling lost. Most courses involve out-of-class projects. We offer active instructor support for demanding assignments that challenge students to master advanced thinking skills and concepts. Students begin with “cornerstone” introductory course sequences in general and developmental psychology, continue with a variety of intermediate skill and content courses, and (depending on which Psychology major is selected), conclude with “capstone” courses in the Empirical Project sequence, History and Systems of Psychology, and the senior field experience (DAPP) with thesis and oral examination. The capstones require students to actively draw on skills and content from earlier courses to conduct research, analyze the status of the field of psychology, and systematically link formal psychology with real-world experience.

Psychology instructors gather regularly to discuss coordination of course content, to identify the best ways to teaching important concepts and skills, and to keep abreast of interests and special needs among the psychology majors.

Coursework Alone is Often Not Enough These Days

A central theme of our understanding of modern undergraduate psychology is that coursework alone is not enough to prepare students for work or advanced training in these fields. To be a successful graduate you will likely need (a) exposure to the professional forums of psychology such as panels, conferences, and committees; (b) examples of how psychologists debate, negotiate, and collaborate; and (c) experiences in how to be a good colleague through collaborating with fellow students. We believe you’ll need a variety of ungraded opportunities to practice skills and explore activities in addition to strong coursework. We have developed a rich array of such opportunities that engages traditional freshmen direct from high school and older students resuming their education. Advanced students also find a range of leadership and scholarship challenges.

Strong courses, student-faculty committees, teaching assistantships, research teams, a variety of formal presentations, and regular student-faculty mixers all chip away at the height of the giant step that can face students upon graduation. The courses, activities, and field work outlined on the previous page cohere to build enthusiastic students and strong, competent graduates.
# Features of the Coherent Psychology Program

## Course Components

### Required courses:
- Cornerstones
- Core
- Capstones

### Independent Studies:
- Field projects
- Senior project
- Literature reviews
- Research

### Elective Courses:
- “Customize” preparation

### Course Concentrations:
- Human Service
- Gerontology

## Co-Curricular Activity and Support Components

### PASS (Psychological Association of St. Scholastica)

### PSY-Pslot Activities:
- Speakers
- Research
- PASS
- Panels
- Student-Faculty Committees

### Undergraduate teaching assistantships

### Spring Event end-of-year celebration

### PSYPRESS departmental Newsletter

### PURC (The Psychology Undergraduate Resource Center)

## Advisement and Career Development Components

### Individual Advisement: Master Planner

### Department awards: Service, Scholarship

### Departmental Review- Faculty review for special needs, special abilities, and individual interests.

### Field placement site selection support

### Information for career exploration
WHY MAJOR IN PSYCHOLOGY?

Psychology is the study of memory, stress, psychotherapy, love, persuasion, hypnosis, perception, death, conformity, creativity, conditioning, personality, aging, intelligence, sexuality, emotion, and more. In other words, the subject matter of psychology is the behavior of human beings and other organisms. While some psychologists are engaged in research to further our understanding of behavior, many are involved in applying the principles developed in the laboratory to human problems.

What then does an individual gain from a Psychology undergraduate major (or minor) in psychology? Basically, an individual develops an understanding of the study of human behavior. In particular, an individual will learn the advantages of sound scholarship and methodology and, we hope, experience the excitement and enrichment of knowledge for its own sake. Psychology students will also learn to express clearly in speech and writing what psychology is, what it does, what some of its main contributions are, and their own responses to those discoveries and questions. Finally through the study of psychology at the undergraduate level, students should be able to determine whether they will choose to pursue their studies further at the graduate level or whether they will use their current knowledge and integrate this into their lives and careers.

The question of whether to major in psychology relates directly to a question, which will be addressed in a later section—career planning. A psychology major is considered to be a pre-professional degree, i.e., an individual must obtain at least a master’s degree in order to be employed as a licensed counselor. To become a licensed psychologist, just about all states now require a doctoral degree (Ph.D. or Psy. D).

Because of the relevance of psychology, students planning to enter professions such as medicine, law, management, social work, education, speech pathology, or counseling often elect a major or minor in psychology. In the past, students of our program have undertaken graduate study in areas such as rehabilitation counseling, clinical psychology, counseling psychology, public administration, and forensic science. Psychology majors who have begun working immediately upon graduation have focused in areas such as program planning and evaluation, social services in hospitals and county agencies and work with behaviorally disabled children. Take a look in the section on careers in Psychology at what our past psychology majors have done after receiving their degrees. The special features of the undergraduate Psychology program include:

CURRICULUM OPTIONS AT ST. SCHOLASTICA

Within the Psychology/Sociology Department, students may earn a Psychology or Psychological Science major. Students planning to attend graduate school are advised to complete the option in Psychology. The Department offers more than 30 undergraduate courses in Psychology and nine courses in Sociology. Applied field projects and elective courses such as counseling, health psychology, and organizational behavior allow students to explore special interests and the ability to shape their own programs.

As in medicine, law, and most sciences, professional employment as a psychologist
requires graduate study. There are, however, a variety of paraprofessional placements, usually with professional supervision, the psychology graduate may pursue without graduate study. In addition to providing a program which will prepare psychology majors for advanced study toward higher degrees in psychology or for bachelors level work in human services positions, we believe in providing a broad-based education for psychology majors and minors.

The understanding of psychology that our courses provide is an excellent educational background for a variety of career choices and for functioning as a liberally educated citizen. The psychology curriculum fosters learning in several areas targeted by liberal arts and career education: how to learn, how to obtain and/or evaluate different kinds of information, how to think critically, how to solve problems systematically, and how to write.

Faculty realize the importance of students’ experiences—in and out of the classroom—in discovering psychology career paths. Psychology majors will, therefore, find this experiential theme reflected in course design, course sequencing, and in a variety of scholarly and social pre-professional activities supporting each student’s development within psychology.

A Human Services Concentration (HSC) is another option within the psychology major that is available for those students who wish to focus their preparation toward applied services following the Bachelor’s degree, as well as in graduate studies in applied psychology. Choosing HSC during the spring semester of your sophomore year will make it possible to complete the requirements for the Gerontology Certificate or minor at St. Scholastica, should a student wish to do both. Please review Appendix A for course requirements to complete a Minor in Psychology.

Students may also create a self-designed minor, such as sports psychology or health psychology. By combining the psychology major with another field of study the student may increase employment possibilities upon graduation as well as be better prepared to undertake graduate study in other fields. Secondary education, management, nursing, and English are common double majors with psychology. A minor concentration in psychology also can strengthen the background of students majoring in most other fields offered at St. Scholastica.

**IMPORTANCE OF SAVING COURSE MATERIAL**

It is necessary to save as much material from your courses for many reasons:

- Needed for PSY 4334 & PSY 4335
- Students must create a literature review for many required papers in Psychology courses, including the DAPP.
- Studying for the GRE.

**OUTSIDE THE CLASSROOM**

The Directed Applied Project in Psychology (“DAPP”) involves either half-time or full-time work in the community typically during the senior year, applying what has been learned in the classroom to research or real-life problems. Popular field placements include work with mental health patients, apprenticeships in residential child treatment programs, and research assistantships. A DAPP is required for the major in Psychology and has been very valuable to giving students needed applied exposure before applying for jobs or graduate schools. It is not unusual for such placements to develop into jobs. Less intensive volunteer placements are encouraged to help in
exploring their career interests (PSY 2555 or PSY 3555).

Students often find that involvement in various departmental programs and pre-professional activities—such as visits with guest speakers, conference trips, and student-faculty gatherings—make their college study more meaningful.

**SPECIFIC BENEFITS OF THE PSYCHOLOGY PROGRAM**

1. Strong emphasis on life span developmental psychology: Helping professions such as counseling, nursing, social work or physical therapy—rely on knowledge of normal behavior and development in attempting to identify dysfunction, restore normal functioning, or help with chronic problems. The developmental emphasis provides a cohesive knowledge of human behavior throughout life and identifies important factors influencing that behavior.

2. Small class size: The largest psychology classes have approximately 35 students, but most have far fewer, and some have as few as 10-12. Instructors encourage student discussion and welcome questions.

3. Opportunity to focus, within the Psychology major on human services preparation through the Human Services Concentration.

4. Close link with Gerontology Certificate Program: As America “grays,” interest and employment in this area are on the rise, students can coordinate the DAPP and Gerontological field placements at the same site, and many Gerontology courses qualify as Psychology electives.

5. Strong emphasis on research and evaluation. Wherever you work, whether in business or human services, you will be faced with questions of program or intervention effectiveness; the basic skills you need to answer these questions are emphasized in the curriculum.

6. Core courses have been sequenced so that they will foster intellectual competence and psychological sophistication.

7. Opportunities for qualified students to apply for paid or volunteer teaching assistant and research assistant positions.

8. Faculty with background both in research and applied fields are available and accessible to work closely with students as they progress through the major.

9. Department activities, including guest lectures, panel discussions, professional conversations, student-faculty committees, active student psychology organization.

Students are encouraged to plan several co-curricular experience in psychology related activities—assisting with faculty or graduate student research, developing research with other students, working as a dormitory resident advisor, and volunteering on campus (e.g., peer advising) or in the community (e.g., teen treatment, nursing homes, daycare, rehabilitation and half-way houses). Such experience not only compliments classroom work in helping students define interests as well as ability, it also helps to build a stronger, more informative resume for prospective employers or graduate admission committees who invariably want to know more than your graduate record exam score and grade point average. Well-designed and fulfilled co-curricular experiences, whether paid or volunteer, may give your application
an edge by establishing a professional network of contacts and supporters.
community (e.g., teen treatment, nursing homes, day care, rehabilitation and half-way houses). Such experience not only complements classroom work in helping
ADVISEMENT AND REGISTRATION

PSYCHOLOGY ADVISOR: WHEN TO GET ONE

Psychology Majors - Freshmen

It is STRONGLY recommended that freshman students who plan to major in psychology select a Psychology Department member as a “secondary advisor.” It works best to meet briefly before or during advisement week with this secondary advisor, and before you meet with your assigned non-psychology advisor. Register your intention to major in PSY on an “Application/Change of Major” form and give it to the Registrar.

Psychology Majors – Undecided

If during your freshman and sophomore years, you have not yet decided for sure whether you want to major in psychology, it is still important to consult Psychology faculty with questions regarding majoring in psychology and about careers in psychology. You may, however, stay with your non-psychology advisor. Your non-psychology advisor would appreciate seeing your copy of this handbook and you should encourage your advisor to review the Psychology Planning Guide for Majors (see Appendix) with you.

Psychology Majors – Sophomores to Seniors

Although you will not officially declare psychology as your major until the end of your sophomore year, you can switch to a psychology advisor as your primary advisor at the beginning of your sophomore year. By the end of your sophomore year, you MUST have a faculty member from the Psychology Department as your advisor unless you have declared a double major (see “Double Major”).

In order to declare an advisor, you must fill out a Change of Advisor form (available at the Registrar’s office), which is signed by the prospective advisor and returned to the Registrar’s Office.

In order to officially declare your major at the end of the sophomore year, you must (a) have completed PSY 1105 and PSY 2208 with a “C” or better, (b) fill out an Application to Major form (available at the Registrar’s office), and (c) make an appointment for an information interview appointment with Department Chair, Dr. Jerry Henkel-Johnson. (See “Application to Major in Psychology” Appendix G.)

Double Majors

If you have two majors and you wish to have your official advisor in the non-PSY major, you must still secure a secondary advisor from the Psychology faculty and communicate quarterly. These sessions will be shorter than the normal advisement appointment and will focus on your career plans, psychology courses, Department requirements, and important activities in the department and issues in your field.

SELECTING AN ADVISOR: HOW TO CHOOSE ONE

It is important to have a Psychology advisor to guide you through your studies. Also, your advisor is a good choice for a letter of recommendation. You may select your own primary or secondary advisor from the Psychology faculty, or consult Dr. Jerry Henkel-Johnson, Department Chair.
Selecting an advisor is a very important process, so we have some suggestions.

1. Gather information about potential advisors by visiting several faculty during their office hours to talk about your interests and/or theirs. During this visit, you may ask them to describe their approach to advising.

2. Although advisor selection is not necessarily a permanent decision, it is generally in your interest to work with an advisor over an extended time to maintain continuity. Exceptions occur when your interests change significantly, or when you continue to be markedly uncomfortable working with your current advisor. If either of these occur and you wish to change advisors, let the previous advisor know you are going to change and complete the Change of Advisor Form.

ADVISEMENT WEEK AND REGISTRATION

Registration for the next semester takes place around the ninth week of each semester. Before you can register, however, you must meet with your advisor and have him/her approve your proposed schedule and give you a PIN number for online registration. This meeting should take place in the one and one-half week preceding registration which is called advisement week at CSS. Approximately one week before advisement week, Psychology Department faculty post schedules on their office doors or electronically so that their advisees can make appointments at mutually convenient times.

During advisement week, meet with your advisor to review educational plans and to specify class schedules for the next semester. It is expected that you will come well-prepared to your advisement week appointment. Be sure to bring along (a) your updated copy of the Psychology Major Schema Form (see Appendix A), (b) your copy of next semester’s Class Schedule (which can be found online), (c) the list of courses you are considering taking, and (d) questions you need to discuss with your advisor regarding your long- and short-term plans. You should keep these and other important registration materials in your own registration/advisement files.

Psychology Major Schema Forms

The Psychology Major schema form is a document outlining the psychology courses that are recommended for each semester, beginning with your freshman year and ending with your senior year. At your initial visit with your advisor the student will receive the appropriate schema form and the advisor will explain to you how to use the form. You are responsible for keeping it updated in pencil and bringing it to all advising sessions.

Please note the prerequisite sequences listed at the bottom of the form and the importance of using pencil. (A complete list of regular psychology course descriptions from the Catalog can be found online [here].)

Bulletin Boards

In addition to seeing your advisor, we recommend that you regularly check the Psychology/Sociology Department bulletin boards—on the ramp leading to the department and the PASS board in T3641.
DEVELOPMENTAL REVIEW

Each year the psychology faculty reviews the progress of undergraduate psychology majors. This practice was established to ensure that no students are overlooked, and if academic or professional development difficulties occur, solutions can be explored early on. Students’ interests and special abilities are an important theme of the review as well, often leading to discovery of helpful resources and opportunities. This is not a formal department review, students are not graded, and student confidentiality is respected. Individual Psychology advisors then discuss any concerns with their advisees. If you have questions, ask your advisor or the Department Chair.
The DAPP is a learning experience, sometimes called “the practicum” by other colleges. The DAPP involves “fieldwork” which relates to your academic course work in a setting outside the classroom. In addition to fieldwork, you will write a brief proposal, keep a log/journal, write a DAPP paper, and participate in an oral examination (these are described later). PSY 4555 Directed Applied Project in Psychology (DAPP) may be taken for either 6 credits (approximately 12 field hours per week, 180/semester) or 8 credits (approximately 16 field hours per week, 240 per semester). The DAPP is required for a B.S. in Psychological Sciences. DAPPs are graded with a “pass” or “no-pass” rather than with letter grades, unless requested in advance by the student.

The purpose of the DAPP is the integration of academic and experiential learning. This integration is demonstrated in the DAPP paper and oral examination. The DAPP also provides a transition between the academic world and the career world. It allows you to experience working in a particular setting with a specific population of individuals in order to help you make career decisions.

**Students with double majors.** If you have a double major and are required to do fieldwork (e.g., student teaching, clinical) for the non-PSY major, you do not have to do a separate DAPP placement for the psychology major; you DO, however, have to work with the DAPP advisor to write the proposal, keep a log/journal, write a DAPP paper, and participate in an oral examination. You should register for PSY 4556 Double Major DAPP instead of PSY 4555 Directed Applied Project in Psychology.

**Gerontology Minor Students.** Psychology majors working toward the Gerontology Minor should plan early to coordinate their field experience with the DAPP advisor and the Gerontology Program Director. The Gerontology Directed Applied Project (GER DAP) and DAPP can be done at the same time. Typically, you would register for both PSY 4555 Directed Applied Project in Psychology and GER 4556 Professional Application of Gerontology if doing joint DAPPs.

**DAPP Procedures**

1. **Exploration** First, discuss your DAPP with your academic advisor and with the DAPP advisor, Angela Hauger. These discussions should begin a month or more IN ADVANCE of advisement week the semester before you hope to begin your DAPP so that proper planning can take place. Talking with your advisor is very important because you might need help in clarifying what type of DAPP best fits with your career goals. Talk with the DAPP advisor to get a syllabus and information on what DAPP sites and opportunities are available. There is a list of example DAPP sites at the end of the section about DAPPs.

To get ideas about what other students have done at specific DAPP sites, you might also want to review past DAPPs by reading the DAPP papers online in the DAPP Archives available on the “R” Drive with access through the DAPP advisor.

It is typically your responsibility to contact the agency where you wish to do your DAPP. The DAPP advisor will help you identify who at the agency should be contacted. Agencies differ in their procedures for deciding who they will accept for fieldwork. Many will want to interview you. Sometimes background criminal checks need to be done.
Again, these are reasons to start planning early.

2. Registration. In order to register you must do two things: (a) complete the usual on-line course registration OR submit a paper Add Form to the registrar's office, AND (b) submit a paper Independent Study registration form to the registrar's office. These forms must be signed by your academic advisor, the DAPP advisor, and the department chair so plan ahead.

You must register for the DAPP in the same semester in which you actually complete it.

Regarding summer DAPPS, it is contrary to College policy and numerous federal and state financial assistance rules to allow spring or fall registration for courses (including DAPPS and independent study) implemented in the summer. If you are doing the DAPP in the summer, you must register for it in the summer.

3. Proposal. DAPPs may be initiated any time after you have completed 7 psychology courses but are best done during the senior year. DAPPs are initiated with a proposal outlining your goals, objectives, and methods. There is also a contract form to be completed by your supervisor at the DAPP site (field supervisor). All the handouts you will need, including guidelines for writing the proposal, are available from the DAPP advisor. Obtain all the necessary signatures, and make copies for you, your DAPP advisor, and your field supervisor.

4. Log/Journal. Keeping notes about your experience each time you are at your DAPP site will aid you when you write your DAPP paper. The Log refers to facts about your experience and should include information such as the date, location, time you started work, and time you completed work. List names of special meetings, events, or tasks; staff you worked with if any.

The Journal is where you record your reactions to events, individuals, or tasks as well as connections you make between your experience and psychological concepts that you could later write about in your DAPP paper. For example, perhaps you noted an example of positive reinforcement, a symptom of a mental disorder, or an example of good leadership.

Try to take 5 minutes at the end of each shift to write in your Log/Journal, and you will slowly but surely accumulate the necessary detail and context to write a good DAPP paper. Research on memory is very clear about this—most of the experience will become inaccessible within a week. Only a few haphazard or especially salient tidbits are left after a semester.

To assist in making good links between your academic work and your fieldwork, arrange your course “reminders” before you start the DAPP: locate class notes, books, and/or syllabi, and page through them to remind you of the kinds of materials you have covered. Make notes of any potential link that comes up. Be generous with yourself at this point—you can decide later if it's a “good” link.

NOTE: for Log/Journal entries respect the confidentiality of any clients and disguise their identities effectively.

5. DAPP Paper. By the end of the semester in which you do your DAPP, you are to write a DAPP paper in which you (a) describe your experience, (b) apply psychological and ethical concepts to your experience, (c) reflect on what you have learned, and (d) evaluate the DAPP in light of the goals and objectives you proposed. The paper is to contain APA style references to scholarly information (textbooks and journal articles). See Appendix B for an outline of the DAPP paper.
The DAPP paper is written in collaboration with the DAPP advisor and is done in a series of drafts. Once the paper is deemed ready by the DAPP advisor, the paper is given to the DAPP orals "reader" who reads the paper and prepares feedback to give you at the DAPP orals. Expect that you will revise the paper at least once more based on the proceedings at the DAPP orals. There is more information about this in the section about the DAPP Oral Examination.

6. DAPP Oral Examination ("Orals").

Your DAPP oral examination committee consists of the DAPP advisor and a second Psychology faculty member who is called the “reader” because he/she has not been involved in the DAPP until this point and, therefore, participates only as a fresh reader of your paper. Most often your reader will be your academic advisor. It is possible to include your field supervisor as a reader for the orals if you so wish and if he/she is available to come to CSS for the meeting.

Arranging the time of the oral exam with the committee members is your responsibility. Since most departmental faculty are on a 9-month contract, they may be unavailable for your exam during summer months.

The orals follows the format for most graduate school oral exams, although it is less formal. It is also good practice for job interviews. The orals usually begins with a 5 to 7 minute overview by you of your DAPP paper, a sort of oral abstract. This sets the stage for the meeting. The committee members will then engage you in a collegial dialogue about your DAPP. The committee is attempting to see how well you can orally discuss your experience; how well you conceptualize the meaning and integration of your DAPP experience with psychological and ethical concepts, and how well you handle questions. (You are not expected to have a “correct” answer for every question.)

After your presentation and the discussion is done, you will be given feedback about the orals and your paper. This includes any revisions that need to be made to the paper. Finally, plans will be made for how you will submit the final draft of your paper. An electronic version of your finalized paper will be kept by the department.

DAPP Paper Archive
The Department maintains an electronic file of DAPP papers. Ask the DAPP advisor how to access them. These papers should be viewed as samples of work done by past students and not as models of perfect papers.

DAPP Sites
The following list of recent DAPP sites will give you an idea of the broad range of DAPP placements:

<table>
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<tr>
<th>Site Name</th>
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<tr>
<td>Alzheimer’s Association</td>
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<tr>
<td>Arrowhead Juvenile Center (AJC)</td>
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<tr>
<td>Arrowhead Regional Corrections: Probation for adolescents</td>
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<tr>
<td>Benedictine Health Center and Westwood</td>
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<tr>
<td>Benedictine Health Center Preschool</td>
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<tr>
<td>Bethany Crisis Shelter</td>
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<tr>
<td>Churches United in Ministry (CHUM)</td>
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<tr>
<td>Duluth Federal Prison Camp</td>
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<tr>
<td>Emily Program</td>
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<tr>
<td>Federal Correctional Facility, Sandstone, MN</td>
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<tr>
<td>First Witness Program</td>
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<tr>
<td>Harmony Club</td>
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<tr>
<td>Human Development Center (HDC) Foundation in Cloquet</td>
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<tr>
<td>Montessori Preschool</td>
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<tr>
<td>Moose Lake Correctional Facility</td>
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<tr>
<td>Northeast Regional Corrections Center (NERCC)</td>
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<tr>
<td>Northwood Children’s Services</td>
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<tr>
<td>Northwood Diagnostic and Assessment Center</td>
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<tr>
<td>Polinsky Rehabilitation Center</td>
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<tr>
<td>Safe Haven Shelter</td>
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<tr>
<td>St. Louis County Jail</td>
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<tr>
<td>Traumatic Brain Injury Residential and Community Services (TBI)</td>
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<tr>
<td>Westwood Senior Living</td>
</tr>
<tr>
<td>Woodland Hills</td>
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<td>Nursing homes</td>
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ACTIVITIES AND RESEARCH

PSYCHOLOGY PLOTS PROGRAM

The overall PSY-PLOT program implemented Fall 1992, expands the meeting, planning, and learning opportunities of Psychology Department students and faculty. Pronounced with a silent “p” as in “psychology,” Pslots are the weekly periods from 12-1 Tuesday and Thursday when the Psychology Department offers no classes and encourages—but does not require—students not to take classes.

Pslot has several goals, including (a) exposing students to several types of professional meetings, (b) providing students with pre-professional planning and presentation experience, (c) providing numerous opportunities to develop student and student-faculty networks, and (d) giving students and faculty a variety of interesting non-classroom sources of psychological information.

Study groups, research teams, committees, PASS, and department faculty meet during Pslot; guest lectures and general discussions are also scheduled. The Pslot system, therefore supports PASS, faculty collaborations, and in particular student-faculty collaborations on non-classroom activities.

STUDENT PARTICIPATION

PASS meetings are open to all Psychology majors and minors, as well as others interested.

Research team participation varies according to which faculty have active research programs, the nature of the research problem and research resources (some require formal application, others are more casual).

Committees vary according to task—some are elected by PASS, others are appointed by faculty. Informal student meetings are encouraged too, for studying, discussion or coordinate research.

Knowing how the program formats work can be very helpful to participating. See Appendix for a more detailed description of the Pslot meeting types.

Psychology Association of St. Scholastica: (PASS) & PSI CHI (National Honor Society in Psychology)

The Psychology faculty sponsors PASS and PSI CHI members each year, including the co-sponsorship of a trip to the Minnesota Undergraduate Psychology Conference (May), and the Spring Event celebration (April). Other activities have included informal luncheon discussions, tour of services agencies, fundraisers, PASS-on-Campus student-faculty mixer, community service project, and guest speakers. If you have a special interest or idea, talk to the PASS officers or PASS advisor Laurie Anderson.

As a chartered student organization, PASS/PSI CHI receives support from the
Student Senate, including startup funding from student activities fees, occasional funding for special projects or trips, and access to Student Activities vans. PASS is also actively integrated into the Psychology/Sociology Department, thus requiring coordination for joint activities. PASS officers collaborate with professors in planning and gain valuable administrative experience.

PASS members generally find the organization to be professionally stimulating and a fun and comfortable place to be with peers.

To qualify as a PSI CHI member, students are required to complete three semesters of undergraduate study, including nine semester credits in psychology courses and have a GPA in the upper 35% of their class; the students will be nominated by a faculty member.

**Photo Board**

To encourage contacts between Psychology students and to reduce anonymity (with busy work and family schedules it takes quite a while to learn who your fellow majors are), the Department maintains a photograph display board. Faculty members are pictured with a short description to help you learn who we are quickly.

**Psychology Spring Event**

Each spring the faculty team up with PASS to present an end-of-the year party/informal dinner that honors graduating seniors, acknowledges—often humorously—some of the events of the year in the department, elects new officers for PASS, and generally brings together the members of the department for a cordial meeting at year’s end.

**PSY PRESS: Psychology Newsletter**

The Department newsletter, PSY PRESS, is printed twice a year and electronically sent to our majors and alumni. The newsletter is an informative update on student and faculty activities as well as notices of opportunities and reminders of deadlines and policy changes. It also provides a convenient reference for students.

**American Psychological Association (Student Affiliation)**

Undergraduates are eligible to become student affiliates of the American Psychological Association (APA) for an annual fee of $35.00. Student affiliates receive a $10 journal credit to the American Psychologist and access to the monthly magazine Monitor. Undergraduate student affiliates may also join APAGS for an additional $20. Go to: [http://www.apa.org/membership/student/index.aspx](http://www.apa.org/membership/student/index.aspx) to join.

We encourage you to join this professional association. Reading the Monitor on a regular basis will enable you to keep abreast of current topics and issues of interest to psychologists; it also lists MA and PhD/PsyD level job openings that may help you think ahead.

**Association for Psychological Sciences (Student Affiliation)**

Undergraduates are eligible to become student affiliates of the Association for Psychological Sciences for an annual fee of $37.00. Go to: [http://www.psychologicalscience.org/index.php/members/student-benefits](http://www.psychologicalscience.org/index.php/members/student-benefits) to join.
Student affiliates receive the following APS publications:

- Psychological Science
- Current Directions in Psychological Science
- Psychological Science in the Public Interest
- Perspectives on Psychological Science
- The Observer, a news magazine.

Volunteering and Non-DAPP credit: PSY 2555 and PSY 3555

As indicated several places in this handbook and the College catalog, volunteer experience in psychology-related settings is strongly encouraged. While valuable experience can be gained without formal credit, we do offer credit for projects and placements through PSY 2555 or PSY 3555. A detailed handout describing the procedure for developing a proposal is included in the Appendix. At least one PSY 2555 project should be completed before the DAPP is arranged because DAPP veterans have found that the smaller PSY 2555 serves as a “stepping stone” making the senior project much more manageable. “DAPP vets” recommend it emphatically.

When to start. Begin before advisement week of the semester preceding your planned placement. Since it is an “independent study” advance planning is needed.

Approval. To register for PSY 2555 or PSY 3555, the Department Chair must sign the Registrar’s independent project form. Before requesting this signature, you should have prepared an outline for your project, and negotiated supervision arrangements with a faculty member, who must also sign the completed form. Most faculty will require a written proposal outlining what you intend to do, similar to but not as detailed as the contract for the DAPP. The actual proposal content can vary widely—from placement in various human service agencies to working on a campus project.

Each project must be concluded with a suitable paper in APA style describing it, to be submitted to the faculty supervisor. PSY 2555 may be graded if the student requests A-F in the proposal. You will want to discuss the grading criteria for your project. The structure of the paper follows the outline for a DAPP paper, but it is not as extensive. If you will be working in an agency, specific on-site supervision must be arranged to the satisfaction of your faculty supervisor.

Credits vary from 1 to 2, depending on the total number of placement hours (1 credit = 30 hours/semester; 2 credits = 60; 3 credits = 70-80; 4 credits = 100 hours/semester. Placement schedules are usually based on hours per week, but a concentrated period, e.g., two full-time weekends, might work for some activities.

(See Appendix B for a more detailed orientation.)

Empirical Research

Students are encouraged to become involved with ongoing research during their college career. The participation in research activities not only allows the student to apply his or her classroom knowledge to the “real world,” but also affords the student the opportunity to gain, coordinate, and practice valuable skills which are looked upon favorably by potential employers and graduate schools. The “Pslot” periods are good times for students with research interests to get together. Students conducting research must abide by the ethical principles put forth by the American
Psychological Association (see the section on Ethics in this Handbook).

Students are generally responsible to a specific instructor throughout their research project. The request for a supervisor is generally based on a similarity of interest areas. Unlike casual inquiry, research requires a high degree of organization and advance planning. Of course, the more complex the question, the more planning.

PSY 4999 offers credit for independent library research. PSY 4544 offers credit for independent empirical research.

LIBRARY RESOURCES

The following books are on permanent reserve at the CSS library and are excellent resources for writing papers in psychology. We strongly urge you to skim through them to get a good idea of what they have to offer.


Patten, Mildred L. (2001). Questionnaire research: a practical guide. (2nd ed.). Los Angeles, CA; Pyrczak Publishing


Fretz, B. R., & Stang, D. J. (1980). Preparing for graduate study in psychology: Not for seniors only.
The following list of references are journals of the American Psychological Association available in the campus library or from faculty in the department. We have listed only those journals recommended for regular reading. There are many others in various specialty areas that you should use for research papers, or browse for your special interests. The Library Use book listed above will tell you how to do this.

**Monitor:** This is the APA’s monthly professional newspaper. It gives reviews of current conference presentations; announcements of future conferences and training workshops; government policy and psychological services (funding and regulation); Ph. D., Psy.D., and masters jobs in U.S. and Canada; and introductions to prominent and promising psychologists—possibly your future employer or graduate research supervisor!

**American Psychologist.** Monthly. Articles on all aspects of scientific and professional psychology, and periodic “specials” that give concentrated updates for non-specialists. The last section in each journal, “Commentary,” contains interesting repartee-conflicting views by researchers, practitioners, and theorists—in some respects the cutting edge of thought in psychology. Excellent examples of misunderstanding, rephrasing, and different “standards of evidence”—what makes something true or not—are provided.

### Psych Info and Other Electronic Databases

**Psychological Abstracts.** First place to look for research-based information on psychological topics. Indexes articles by subject area and author, and summarizes the content.

## CAREERS IN PSYCHOLOGY

### CAREER PLANNING

In years past a college degree could just about ensure that an individual would secure employment. Presently, that is not the case. It takes a great deal of effort and advance planning to secure the desired job. It is never too early in one’s college career to explore employment options. The following are some helpful hints and resources.

The process of settling on a career target for undergraduate psychology majors varies a good deal from one student to another. In Erik Erikson’s terms, the status “identity achieved” may not be attained just when the student or the catalog calls for it. Confusion or exploration (“moratorium”) may be extended into the senior year or beyond for some. The psychology faculty, in cooperation with the Student Center on Health and Well-Being (SCHWAB), attempt to provide the resources and support for a good resolution to the question, “What will I do when I graduate?” while respecting the unique set of needs, interests and aptitudes each student brings to his or her career question.

The psychology faculty have several important capabilities that are applied in advising and course planning. Students often benefit by approaching their courses with questions or emphasis in mind, perhaps
leading to special projects or supplementary reading. The faculty resources include knowledge of how people make (and avoid!) personal and professional decisions, what is required by psychology courses and by jobs in psychology, and where the field of psychology is moving locally and nationally. Each psychology faculty member has tips and hints and insights about how the field works, and we strive to share this information in a timely fashion.

Upon becoming seniors, students should have completed the GRE if graduate school is a goal. Psychological Sciences majors will have planned in some detail a DAPP that is effectively related to personal and career goals and that can be utilized in school or job applications. They will have established good working relations with faculty and field supervisors who can conscientiously provide informative and supportive recommendations, and they will have taken or scheduled psychology electives and non-psychology courses to support their career targets, or career questions, and/or more basic personal questions.

The above emphasis on planning may be misleading, however. The language of career development can misrepresent the actual objective of good undergraduate education. In addition to the risk of the student being scattered and undirected, there is also risk of becoming over-focused, over-specialized, and “over-memorized.” For example, if one wishes a career in counseling, career-targeting may seem to call for making “A”s in all possible counseling courses and gaining much direct experience in counseling. To be sure, those steps may be helpful, but they are narrower than what is generally required. What makes a strong professional counselor, in addition to basic human caring, is someone who has extensive self-knowledge, good problem-solving skills, intellectual flexibility, and exceptional ability to understand and appreciate other perspectives, both intellectually and emotionally. These capacities are enhanced by a diverse transcript and advanced thinking skills that can be developed in a solid liberal arts curriculum, and by attention to deep learning that goes well beyond “making the ‘A’.”

The GRE and the GPA are imperfect indicators of the kind of thinking that can equip a psychology major to perform valuable services in business and mental health. A strong psychology career preparation, whether for direct service, business, or research, is not charted solely in specialized psychology courses.

**Career and Placement Counseling**

Counselors are available through SCHWAB to discuss career questions and plans. Tests and inventories may be taken to help clarify interests and to compare students’ interest patterns with people employed in various fields. An extensive career resource library includes occupational information, employment outlook, and graduate/professional school information. Career days and job fairs are sponsored to provide general career information, and regional and national job listings are regularly updated. The Career Center staff is pleased to give initial orientations to small groups.

**Career Opportunities for Psychology Professionals**

Specific job titles for professional psychologists vary from situation to situation; still, there is a relatively universal understanding of various psychological fields:
Developmental psychologists study normal behavioral development from infancy to adulthood, including the development of learning, perception, motivation, and social behavior.

Counseling psychologists offer expert guidance for solution of personal or educational problems when there is no sign of serious mental disorder (e.g., in marriage counseling and in student counseling and guidance), while clinical psychologists generally focus on more abnormal behavior in an effort to understand, diagnose, and change such behavior.

Industrial/organizational psychologists usually work for a business enterprise applying psychological knowledge to such areas as personnel policies, working conditions, production efficiency, and decision-making.

Experimental psychologists use scientific methods to carry out experiments designed to develop a basic understanding of such processes as learning, memory, motivation, sensation, and perception in human beings and lower animals.

Physiological and comparative psychologists study the contribution of biological factors—such as heredity, the sensory and nervous systems, drugs, and species differences—to various kinds of behavior.

Social psychologists use a variety of scientific methods to study the behavior of people in social situations, that is, in the presence of at least one other person.

Psychologists from all fields have been called upon by local and national governments to consult and advice on policy.

Go to: resources.css.edu/CareerServices/docs/Majors/pdf/Psychology.pdf to view a table showing examples of employment options with a Psychology major.

Where Psychologists Work

There are many different career paths within the field of psychology. Statistics show the following:

Note: The chart represents unemployment settings for those with recent doctorates in psychology. Totals amount to 97% due to rounding and exclusion of 17 "not specified" responses. Adapted from D. Michaels, J. Kohout, M. Wicherski & B. Hart (2011), 2009 Doctorate Employment Survey (Table 3) (PDF, 33KB).

Graduate School Information

In order to work independently as a psychologist, an individual must attend graduate school. Also, an undergraduate psychology degree is now considered to be a pre-professional degree. The M.A. is generally considered a processional degree, while the Ph.D. and Psy. D. are the terminal
degrees and often required for independent professional work—the exact requirements vary from state-to-state, and are currently in transition in several states. For these reasons, the Psychology Department strongly suggests that interested and motivated students look into the option of graduate study in psychology, although there are many worthwhile tasks to which B.A. education may be effectively applied.

Admission to most graduate school is quite competitive, especially in areas of clinical and counseling psychology. There are many things which a student can do to help increase the chances of being accepted into a graduate program. The following are just a few of the things which may help one to be accepted into a graduate program.

- The Student should accumulate as high an academic standing as possible, both within psychology and throughout the college.
- The student should work toward receiving supportive and informative letters of recommendation from professors. See later discussion.
- If possible, the student should become involved in research and/or field placements.
- The students should apply to several graduate schools, not only those that are most convenient or “prestigious.” Two excellent source books are available for graduate investigation and preparation. For obtaining up-to-date information on graduate programs in psychology, see PDF. Published biennially by the American Psychological Association.

Graduate School Testing

The Graduate Record Examinations (GRE) Schools study guide with tips is available at: www.studyguidezone.com/gretest.htm. Also, students can stop in at the McNair Program-Tower 2nd floor to review GRE information. Previous course materials and text make excellent study materials as well.
Letters of Recommendation

Most employers require information about you as the job applicant from someone who knows you well and has supervised you in some capacity. Do not underestimate the value of these letters. A grade point average or transcript lists only objective data, whereas a letter of recommendation makes a specific and personal statement. The psychology faculty view writing letters of recommendation as part of their duties, but they do need certain information in advance. In requesting a letter, submit to your recommenders at least two weeks before the deadline the items in the following checklist—this will ensure getting the strongest and most appropriate letter delivered on time.

1. Cover letter introducing your objective and request. (An outline model is available from you Psychology Advisor.)

2. Vita or resume and current transcripts of applicant.

3. Position applying for. Is this a graduate school (if so, explain program in detail) or employment (again, specify)? A short description of what you’ll do if accepted or hired is more helpful to the writer than job title alone. Indicating why this position is attractive to you is also helpful. For graduate schools, a copy of your statement-of-purpose will convey this.

4. Is there anything specific, not covered in the vita, that makes you especially qualified for this job or program?

5. Include the name and complete address to which the letter is to be written. It is traditional to include a pre-addressed, stamped envelope along with any form of school provides.

6. Include the deadline date for submission of letters. If you are applying to several schools, it is optimal to request all letters at once. In this case, the above information can be prepared in a table, listing the schools with the earliest deadlines first. Use columns for:
   a. name/address for school
   b. specific program applying to and your interest in program
   c. special emphasis for letter
d. deadline

An informative, well-composed letter of recommendation represents a substantial investment in time and effort by the writer. It is in the student’s interest to provide the writer with good, complete background, in a concise and organized fashion: it pays.

You might be interested in some of the things faculty are asked to make judgments about by prospective employers or graduate schools. Although some of these categories may seem irrelevant at first glance, they are the kind of characteristics that help admissions committees predict an applicant’s success in graduate school, how much catch-up effort the school will have to invest, and how well the applicant will eventually do as a professional. Most schools have limited resources and are obligated to invest them well. Typical are things like intellectual aptitude, motivation to succeed in what you are applying for, potential to make a significant contribution, communication skill, ability to do critical and original thinking, ability to work under one’s own initiative, emotional stability, ability to stick with a job until is completed, ability to accept supervision and suggestions, congeniality of social relationships, conscientious fulfillment of responsibilities, loyalty and integrity, and leadership. The categories are often listed on a form with rating scales comparing the
student to other graduates (e.g., top 5%, next 5%, above average, average, below average).

Many of these judgments are difficult for us to make, and we would be first to admit that our perception may not be perfectly accurate. Nevertheless, we are asked to make such judgments, and our main source of information is the impression the student gives us in and out of the classroom. Students do not always realize the importance to this evaluation of the less formal aspects of a college education. Sometimes exaggeration can be helpful in bringing into focus issues that might otherwise be overlooked; we hope the following tongue-in-cheek checklist from Blomquist* may help you understand aspects of the faculty experience of forming impressions of students. For a more matter-of-fact presentation of these issues, see the handbook section on Student Responsibilities.

1. Treat your professors and class work as if you are able to tolerate them, but just barely.

2. Be sure to greet all efforts of the professor to provide you with learning opportunities as if he/she is out of his mind to give you all this work.

3. Be quick to apply such meaningful and concise labels as “busy-work,” “irrelevant,” and “boring” to anything which you do not like or understand. This not only gives you a quick way of putting the professor down, but also it avoids the inconvenience of having to comprehend something before you judge it.

4. Always be ready with reasons why you are an exception to the rules established for the class, such as the dates for graded work.

5. Avoid taking examinations at the same time and under the same conditions as the rest of the class, and be certain to take it for granted that the professor will give you a make-up exam whenever you are good and ready, regardless of your reason for missing the exam.

6. Never raise any question or make any contribution to what is being discussed in class, even when urged to do so by the professor.

7. Be very casual about class attendance. When you see your professor, be sure to ask him/her, “Did I miss anything important in class today?” This will do wonders for his/her ego. By all means expect the professor to give you a recital of all of the things you missed instead of taking the responsibility of getting this from another member of the class. Be especially quick to point out that you are not responsible for assignments made on days when you were absent.

8. Be consistently late to class and other appointments. This shows others how much busier you are than they.

9. Do not participate in such mundane activities as departmental advising appointments. Instead, wait until the last minute for approval of your schedule, and then expect the professor to be available at your convenience. When you do not find the professor, be certain to report to the dean or registrar that you have not been able to complete your registration advising because you have been looking for Professor X for three weeks and he/she is never in his/her office. Also, be sure to come to the advising session with no idea what classes you need or want to take, so that your advisor has to do all of your planning for you. For special bonus points, never bring a class schedule or college
catalog to the advising session. Always borrow the professor’s and then leave with it.

10. Whenever you are given an assignment that requires library work, immediately ask some professor to help you find references. It is especially important that this be done before you look for references yourself, or you’ll be putting yourself in the dangerous position of having to learn to use the library.

11. Avoid using the professor’s office hours or making an appointment. Instead show up when he/she is frantically trying to finish a lecture before the next class hour, and explain that you must see him/her right that minute. It is especially desirable to say you enter his/her office, “Are you busy? This will only take a minute,” and then ask him/her to help you write a petition to exempt you for English 102.

12. Do not read your assignments in advance of class lecture and discussion. This gives you several advantages. You can take up class time asking about things which are explained in the reading, or you can adopt a look of pained confusion when the professor refers to points made in the readings. Or, if you have studied and still don’t understand the material, maintain the pained confusion look and don’t respond when the professor asks if there are any questions. In this way you can be assured of not understanding the material.

13. Do not take any responsibility for or participate in department and campus events and activities. Make it clear that for you college is just a matter of accumulating enough credit hours to graduate.

Fortunately, this is a composite list from many sources and it does not represent the behavior of any one student. Also it is obviously a one-sided picture, in that students could produce their own list of things which lead them to produce a somewhat less than enthusiastic recommendation of a professor.

RIGHTS, RESPONSIBILITIES, AND ETHICS

STUDENT RIGHTS/PROFESSOR RESPONSIBILITIES*

1. The goals and objectives of psychology courses should be stated in writing at the outset of the course.

2. Course schedules should outline course requirements, dates or examinations and the use of class time. Any change in the schedule should be made at least a week in advance of the class meeting, if possible.

3. The instructor’s policies concerning attendance, class participation, course requirements and grading should be clearly stated in writing.

4. Any extra requirements which involve purchasing of equipment, etc., or extra time committed should be stated at the outset of the class.

5. All students in a class should be graded on the same fair and impartial basis.

6. All student work taken into account in assigning a course grade and the relative importance of each type of graded work should be explained at the outset of the course.

7. Course content should be an adequate reflection of the catalog course description and the course syllabus.

8. Examinations should reflect what has been treated as important in assignments, textbooks and lectures.

9. All graded work should be returned as soon as possible.

10. Examinations should be such that the student can reasonably expect to finish the exam within the time allotted.

11. Students have the right to raise questions about an assigned grade.

12. The instructor should be available to help students during an agreed upon period of time or by appointment.

13. Students have the right to be treated with respect, regardless of the level of performance in the class.

14. Students should have an opportunity to raise questions in class.

15. Students have a right to privacy. Graded work and grades should be stored and distributed in manner that does not reveal information about a student’s performance to anyone but the student.

16. Students should be given the opportunity to evaluate the course content and teaching style.

17. The instructor, when possible, should relate the content of the course to the experience and needs of the students.

*Paraphrased from the Georgia College Psychology Department Handbook.
**PROFESSOR RIGHTS/STUDENT RESPONSIBILITIES**

1. Instructors have the right to expect students to treat learning in courses as the main purpose of college.

2. While instructors can guide learning, students should realize that the basic responsibility for learning falls on their shoulders.

3. Students should read and understand all handouts regarding course policies, schedules, assignments, and requirements, and then follow the instructions without repeated reminders.

4. Instructors should be regarded as persons whose training, experience, and performance have led to their being placed in charge of a given course.

5. Students should inform the instructor when they are to miss class.

6. It is the student’s responsibility to keep up with all course happening and requirements, even when absent.

7. If a student is dissatisfied with a course grade, etc., it is the student’s responsibility to bring it to the attention of the instructor.

8. It is the student’s responsibility to raise questions concerning course material he/she does not understand.

9. Students should respect the instructor's time by seeing him/her at scheduled meeting times or by making an appointment in advance.

10. Students should arrive for class on time and remain for the entire class period.

11. Students should take examinations during scheduled times and turn in assignments on time.

12. Instructors have the right to require that all graded work will be the student’s own and not copied. Ideas taken from other sources must reference the author.

*Paraphrased from the Georgia College Psychology Department Handbook.

**ETHICS**

In both coursework and applied experiences such as the DAPP, students working with human clients or with human or animal subjects assume obligations for the welfare of their clients or experimental subjects. Not only is this an ethical matter of the preservation of the dignity and worth of living beings, but also, in these days of growing legal action, it is a matter of necessity for protection for personal liability lawsuits. The student must realize he or she is directly and continuously responsible to the supervisor (whether that supervisor be a college professor on campus or a supervisor at an off-campus agency) for the proper conduct of his or her activities; that he or she must meticulously follow the supervisor’s direction about such matters as what the student is qualified to do, confidentiality of information, proper use of psychological measurements, agreements with human subjects in experiments, etc.; and that the student must seek counsel of the supervisor whenever there is any doubt about what is appropriate to do.

The student is obligated to abide by the ethical principles of the American Psychological Association, which apply to direct and indirect work with clients as well
as in experimental settings. You are strongly advised to read the latest available version of the APA pamphlet *Ethical Standards of Psychologists* ([www.apa.org/ethics/code/index.aspx](http://www.apa.org/ethics/code/index.aspx)). A few statements from this pamphlet are given below.

- A student of psychology who assumes the role of a psychologist shall be considered a psychologist for the purpose of this code of ethics.
- The psychologist recognizes the boundaries of his/her competence and the limitation of techniques and does not offer services or use techniques that fail to meet professional standards established in particular fields.
- A psychologist does not claim either directly or by implication professional qualifications that differ from actual qualifications, nor does he or she misrepresents affiliation with any institution, organization, or individual, nor lead others to assume affiliations that the psychologist does not have.
- Information obtained in clinical or consulting relationships, or evaluatives concerning children, students, employees, or others are discussed only for professional purposes and only with persons clearly concerned with the case. Written and oral reports should present only data germane to the purposes of the evaluation, and every effort should be made to avoid undue invasion of privacy. Clinical and other material are used in classroom teaching and writing only when the identity of the persons in it is adequately disguised.
- The psychologist who requires the taking of psychological tests for didactic, classification, or research purposes protects the examinees by insuring that the test and test results are used in a professional manner.
- Ethically acceptable research begins with the establishment of a clear and fair agreement between the investigator and the research participant that clarifies the responsibilities of each. The investigator has the obligation to honor all promises and commitments included in that agreement.

**CSS Disability Resource Center (DRC)**

The Mission of the Disability Resource Center is to establish a campus that celebrates the diversity of learners and embraces all abilities.

It is the policy of The College of St. Scholastica that all otherwise qualified students with disabilities will be given equal educational opportunities in the classroom and other College-sponsored programs and activities, including study abroad programs. The College will ensure that no otherwise qualified student with disabilities will be excluded from participation in, denied the benefits of, or subjected to discrimination in any College class, program, or activity.

Any student who needs assistance in gaining equal access to classes or college resources due to physical, psychological, or learning disability, as well as attention deficit/hyperactivity disorder; a visual or hearing impairment and/or chronic medical condition should request assistance through the Center for Equal Access.
APPENDICES
APPENDIX A: Planning Guide for Majors & Minors

Psychology Major (B.A.) and the Minor in Psychology schema forms are the pages that follow in Appendix A. Below is the Psychology Course Titles with credits for each course. The schema forms are meant to be used as a planning and communication tool with your advisor(s). The form can show you at a glance what courses are required, what has been completed, what remains and when it can be taken in light of the prerequisite sequences and departmental sequences. Two schema forms should be initiated for you when advisement begins—one for your advisor and one for your own file. Keep the form together with other registration planning materials such as an updated copy of the course prefix list that goes with CSS’s area distribution requirements, recent transcript, etc. Update your planning file each semester.

PSYCHOLOGY COURSE TITLES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1105</td>
<td>General Psychology</td>
</tr>
<tr>
<td>2208</td>
<td>Lifespan Developmental Psychology</td>
</tr>
<tr>
<td>2555</td>
<td>Project in Psychology (1-2 cr.)</td>
</tr>
<tr>
<td>3216</td>
<td>Personality (2 cr.)</td>
</tr>
<tr>
<td>3222</td>
<td>Cognitive Psychology (2 cr.)</td>
</tr>
<tr>
<td>3315</td>
<td>Psychosocial Aspects of Aging</td>
</tr>
<tr>
<td>3320</td>
<td>Biological Psychology</td>
</tr>
<tr>
<td>3325</td>
<td>Group Dynamics (2 cr.)</td>
</tr>
<tr>
<td>3327</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>3328</td>
<td>Behavior Management (2 cr.)</td>
</tr>
<tr>
<td>3330</td>
<td>Research Methods</td>
</tr>
<tr>
<td>3331</td>
<td>Statistics</td>
</tr>
<tr>
<td>3340</td>
<td>Psychology of Gender (2 cr.)</td>
</tr>
<tr>
<td>3341</td>
<td>Introduction to Counseling (2 cr.)</td>
</tr>
<tr>
<td>3423</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>3424</td>
<td>Mental Health and Aging (2 cr.)</td>
</tr>
<tr>
<td>3430</td>
<td>Applied Psychology</td>
</tr>
<tr>
<td>3555</td>
<td>Advanced Project in Psych. (1-2 cr.)</td>
</tr>
<tr>
<td>4334/4335</td>
<td>Empirical Research Project</td>
</tr>
<tr>
<td>4435</td>
<td>History &amp; Systems of Psychology</td>
</tr>
<tr>
<td>2777/3777/4777</td>
<td>Topics in Psychology</td>
</tr>
<tr>
<td>4555</td>
<td>Direct Applied Project in Psy (4-8 cr.)</td>
</tr>
</tbody>
</table>
APPENDIX A Continued: PSYCHOLOGY MAJORS/MINOR SCHEMA FORMS

PSYCHOLOGY MAJOR
BACHELOR OF ARTS (effective Fall 2014)

March 20, 2014

Name ________________________________________     Advisor__________________________________

All courses are 4-credits unless otherwise noted

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSY 1105 Gen. Psy. (or spring→)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 1102* Human Bio &amp; Heredity</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PSY 2208 Dev. Psy. (or spring→)</td>
<td>PSY 3216 Personality(2 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 3222 Cog. Psy. (4 cr)</td>
</tr>
<tr>
<td>3</td>
<td>PSY 3331 Stats. (or spring→)</td>
<td>PSY 3327 Social Psy.</td>
</tr>
<tr>
<td></td>
<td>PSY elective 4 cr. (or spring→)</td>
<td>PSY 3330 Research Methods (or fall)</td>
</tr>
<tr>
<td>4</td>
<td>PSY 3320 Bio. Psy. (or spring→)</td>
<td>PSY 4000 (0 cr)</td>
</tr>
<tr>
<td></td>
<td>Capstone choice for 4 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PSY 4435 History and Systems of Psychology 4 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PSY 4555 Direct Applied Project in Psychology 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PSY 4334 Empirical Project Proposal 2 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(fall only)/PSY 4335 Empirical Project Report 4 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(spring only)</td>
<td></td>
</tr>
</tbody>
</table>

*Note – The BIO 1102 requirement is waived for students completing BIO 2110 and BIO 2120 (the Anatomy and Physiology sequence) with a “C” or better in each.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20–</td>
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<td>20–</td>
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<td>20–</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>20–</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE MINOR IN PSYCHOLOGY

--Revised 2007-2008--

- Many students at The College of St. Scholastica (CSS) will find that the psychology courses required for their majors will almost complete the minor in psychology.

- The minor is structured to provide a sampling of the main areas of psychology. Students choose one 4-credit or two 2-credit courses from each of the given areas in the table below for a total of 20 semester credits.

- At least three of the five areas listed in the table below must be completed with courses taken at CSS. To count toward the minor, transfer courses must be very similar in content to the CSS courses as determined from catalog descriptions or syllabi provided by the student. Acceptable transfer courses must be at least three semester credits (or equivalent). Students transferring 3-credit courses will need to take additional elective credits to bring the total up to 20.

<table>
<thead>
<tr>
<th>AREAS</th>
<th>NUMBER OF CREDITS REQUIRED (one 4-credit or two 2-credit courses in each area)</th>
<th>PSY COURSE CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General/Developmental</td>
<td>4 cr.</td>
<td>1105 or 2208</td>
</tr>
<tr>
<td>2. Cognitive/Social/Behavioral</td>
<td>4 cr.</td>
<td>3222 (4 cr.), 3327, 3328 (2 cr.), or 3363 (2 cr.)</td>
</tr>
<tr>
<td>3. Personality/Abnormal</td>
<td>4 cr.</td>
<td>3216 (2 cr.), 3306 (2 cr.), 3423, or 3424 (2 cr.)</td>
</tr>
<tr>
<td>4. Elective</td>
<td>4 cr.</td>
<td>3315, 3320, 3325 (2 cr.), 3340 (2 cr.), 3341 (2 cr.), 3430, 3470 (2 cr.), 3550 (4 cr.), 2777/3777/4777, or any courses that were not already selected in the two Advanced Content categories above.</td>
</tr>
<tr>
<td>5. Research/Statistics</td>
<td>4 cr.</td>
<td>3330 or 3331</td>
</tr>
</tbody>
</table>
# APPENDIX B: Organization and Content of the DAPP Paper

This table provides an outline of the sections and the topics that should be covered in the sections of the DAPP paper.

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
</table>
| **COVER PAGE**                 | - Starting three inches from the top of the page include:  
  Directed Applied Project in Psychology Report  
  Your specific DAPP title  
  Your name  
  Psychology Department  
  The College of St. Scholastica  
  The date  
  Four inches from the bottom of the page include:  
  labeled lines for the signatures of your DAPP committee (DAPP Advisor:, Faculty Reader:). Under the line, put in the faculty member’s name, degree, and the word “Date”.  
  Two inches from the bottom of the page. type DAPP Site: and list your DAPP site, then type Dates of Placement: and list the months, days, and year of your start and end dates. |
| **ABSTRACT**                   | - Write this as you would any APA-style abstract. Make sure to include one or two sentences summarizing each section of your report.  
  Length: about 120 words |
| **TABLE OF CONTENTS**         | - List section names and page numbers |
| **INTRODUCTION**              | "Set the stage" by providing background information for the readers.  
  Explain why you chose the site—How does being there relate to your future plans? Start with describing the history of your interests in the type of clientele you are encountering at your DAPP site.  
  Describe the nature, operation, philosophy, etc., of your DAPP site. Include the mission statement.  
  It can be helpful also to describe the scope of the “client problem” addressed at your site. For example, if your site treats children with behavioral and emotional issues, include some facts (with a reference citation) about prevalence rates of children with behavioral and emotional issues. Or, if you are at the Alzheimer’s Association, use facts to describe the impact of Alzheimer’s disease on individuals, families, and the national economy.  
  Give a summary of your learning objectives and refer readers to Appendix A where you have included your entire DAPP proposal. |
| **METHOD**                    | - Describe what you did at your site.  
  Include the date range, general times of day, etc., you were at the DAPP.  
  Describe how you were oriented to the DAPP; that is, what kind of training did you receive?  
  Describe the typical sequences of activities in which you were involved. For example, you might have had a Monday-Tuesday routine that differs from the Wednesday-Friday routine.  
  Include a clear description of your supervision arrangements (with whom, when met, what covered). |
| **APPLICATION OF PSYCHOLOGICAL CONCEPTS** | - A key element of this section is integration of academic course information with your observations and experiences in the DAPP.  
  Relate your observations and experiences at your DAPP site to at least three of your psychology courses. There should be at least fifteen (8 credit DAPP) or twelve (6 credit... |
DAPP) reference citations to the textbooks from psychology courses or other published materials, including journal articles describing research.

| APPLICATION OF APA ETHICS | • Review the APA Ethical Standards at [www.apa.org/ethics](http://www.apa.org/ethics) or in chapters on ethics in your textbooks.  
• Identify and describe at least one ethical consideration pertaining to your DAPP. This can have to do with an ethical issue or situation that came up or a potential ethical issue that was avoided through proper actions. For example, a potential issue is not keeping information about clients confidential. In order to properly maintain confidentiality, you were trained about proper actions for keeping information private. |
| EVALUATION AND REFLECTION | • Discuss the ways in which you did and did not meet your learning objectives.  
• IF you did not meet learning objectives, why not?  
• What, if anything, did you learn that you did not anticipate or include in a learning objective?  
• Provide suggestions on how the DAPP could have been better.  
• How have you changed as a result of the DAPP?  
• How did the DAPP affect your career thinking? |
| CONCLUSION | • Provide a one-paragraph final summary of your report. Include general conclusions about your DAPP experience such as commenting on ways it was a positive experience, how well you were able to meet your learning objectives, and/or ways in which the experience helped you shape your career plans. |
| REFERENCES | • Your references page(s) should include, in correct APA format, all the sources actually cited in your report, but only those.  
• If you wish to list all the works you studied in your DAPP, attach them as an appendix labeled "Reading List."  
• Contact the DAPP academic advisor if you would like a handout on the basics of referencing in APA style. |
| APPENDICES | • All reports will include Appendix A: Proposal.  
• Add Appendix B, C, etc. if needed for material that does not fit well into the main narrative of your report. Be sure all appendix material is cited somewhere in the narrative; that is, be sure there is a purpose to its inclusion and something directing the reader's attention to it.  
• A cover page for each appendix listing "Appendix [letter]: Title" is the simplest way to organize. |
APPENDIX C: PSY 2555/3555 Field Project Procedures, and Proposal Outline

Project in Psychology is an independent study course provided to encourage PSY majors to begin work early in their undergraduate program at a modest level, as little as one credit. PSY 2555 credits are “pro-rated” according to the following guide:
1 credit: 2.5 agency hours per week
2 credits: 5 agency hours per week

Hours worked should be documented in your project log (see below). This time may include your journal and log writing time. Students seeking credit for volunteer or other psychology-related experience are required to:

1. Find a psychology faculty member willing and able to supervise the project.
2. Submit an acceptable proposal indicating what you will do for your project, including how you will report it.
3. Submit completed independent study registration form to Department Chair for approval.
4. Submit your written report to the faculty supervisor upon completion of the experience.

GRADE: Your grade will be submitted when the supervisor has determined that the report is satisfactory; if your prefer A-F grading instead of Pass/No Pass, indicate this in your initial proposal to the supervisor.

PLANNING: In order to provide some guidelines for students in setting up a good learning experience while meeting PSY 2555/3555 requirements, the following suggestions are offered. If you have questions, please discuss them with your advisor or PSY 2555/3555 supervisory (often the advisor).

LOCATING SITES: Regarding volunteer sites check the end of the DAPP section of your PSY Student Handbook (there is a partial list). Your advisor may have suggestions. The actual range of possibilities is much greater, and you are encouraged to consider and propose placements that are especially interesting or relevant to your professional concerns. The field of psychology is sufficiently broad that many activities can be interpreted from a psychological perspective.

TEACHING OR RESEARCH ASSISTING: In addition to field placements, it is sometimes possible to arrange PSY 2555/3555 credits for projects on campus, such as TA for a PSY course or RA for a faculty research project. Psypress Newsletter often lists openings.

AGENCY NEGOTIATIONS: Remember, when you volunteer your time and effort to an agency, you are entering a legitimate agreement: in return for you contribution, it is reasonable to expect that you will receive appropriate and considerate supervision from a qualified person, that you will not be asked (and certainly not compelled) to perform tasks for which are not yet adequately trained. (e.g., 1-1 counseling, or leading a counseling group or conducting crisis intervention. If you have any questions about how these activities may be involved in a field placement, discuss with your supervisor). You may expect to be engaged in activities consistent with the original agreement you reach with the volunteer agency. If there is a significant departure from these reasonable expectations, discuss it with your on-site supervisor for clarification if possible, but also consult your PSY 2555/3555 supervisor. Such problems rarely occur, of course, as most agencies that utilize college volunteers are usually very appreciative and respectful of student contributions, and clear initial agreements ensure a good outcome.
Suggestions for Content and Stature of Initial Proposal

NOTE ON PROPOSAL FUNCTION: Because PSY 2555 is an independent study, your proposal serves the same purpose as the syllabus in a regular course-- it is the contract that says what the College is going to give credit for. Application for an independent study is done on the Independent Study Form available through the Registrar’s office or by going to: http://resources.css.edu/Registrar/forms/independent_study_form.pdf, (the CSS form is separate from your written proposal.

PSY 2555/3555 Proposal Outline
I. INTRODUCTION: “I want to do this work because. . . In particular, my objectives are (a) . . . (b) . . . and (c) . . . “
II. METHOD:
A. Setting: Briefly describe agency, staffing, clientele.
B. Activities
i. Training
ii. Responsibilities
iii. Supervision: on-site (by whom-position, professional status, what type of contact, type of feedback (written, oral), and frequency.
C. Records
i. Log: events, personnel (this section is descriptive, objective).
ii. Journal: personal responses to experiences, insights, questions.
For each entry in log and journal, start a new page, and enter DATE, TIMEFRAME< SETTING/CIRCUMSTANCES in the upper margin. These records are best kept on loose-leaf paper for sorting, inserting, though a spiral will work. Make at least some entry for each day on the job. If part of your responsibility is to keep daily logs on the job (e.g., behavior summaries of patients, records of calls), you may want make a copy record of those entries-- modified to maintain confidentiality and approved by supervisor-- in your log.
D. Evaluation: Brief outline of the paper you will write when project is completed.
FINAL PAPER: The last three sections are for the final paper, but are generally not included in proposal except in outline. Results and Discussion may be combined for this paper by weaving the outcome of a task or responsibility with your explanations, comments, and course links.
III. RESULTS: The paper at the end of your placement will include an account of the methods, including special events or experiences, insights, etc. If your method involves two or more distinct activities, reporting the RESULTS in the same order as the methods were described will help readability. Same for DISCUSSION. Results may include descriptions of “case progress,” but clear this with agency re: confidentiality, etc., beforehand.
IV. DISCUSSION:
-What was especially interesting/valuable.
- If experience is related to career decisions, indicate how. (This need not be a final decision, of course-- it may be exploratory, like “Now I want to look into . . . ”
- Ethics: What ethical concerns were involved in the project? (Interaction, confidentiality, counseling, records, sensitive language, etc.)
-How was the experience related to past course work, or if it has led to interest in future courses, indicated which ones and how.
V. REFERENCES: (e.g., materials from agency, texts, lectures, other reading).
APPENDIX D: PSY 4999 INDEPENDENT STUDY IN PSYCHOLOGY: 1-4 CREDITS

WHY REQUEST A PSY 4999? (Why would a student voluntarily take on this much work?)

1. **Special interests in psychology.** Individual students in introductory courses often find that texts and lectures do not cover topics in enough depth to satisfy interests. At the undergraduate level, some topics are not covered at all. PSY 4999 allows for students to investigate a topic in greater depth. Such topics may be related to practice, as in human services or social policy, or basic research on behavior. The depth of study required by a PSY 4999 project can also be useful in helping a student investigate prospective career direction by looking into relevant research, or becoming familiar with the work of specific author active in a topic area.

2. **Test of Scholarly interest and potential.** Given that professional work in psychology often involves just this kind of work—reviewing literature either for research or current practices— a strong PSY 4999 is a good way to discover if that life is agreeable.

3. **Competency display.** Especially for students who expect to go on to graduate study in psychology, it will be valuable and interpret them, and to write about psychological topics clearly using APA style. St. Scholastica faculty who are familiar with your work and can testify to your competence, and you can send a copy of the project with your application. Such products are also relevant to some scholarship opportunities. Course projects are less informative because an outside reader cannot determine how much of a course paper is independent, how much supplied by the instructor.

4. **Maturity display.** The independent problem solving that is required by this task serves as evidence of academic maturity in addition to the intellectual competence and motivation implied by “competency display.”

*PSY 4999 is NOT a good choice for an elective simply because poor planning has left the students with unattractive schedule options.

EARLY PREPARATION: Several steps are involved in preparing to register for a PSY 4999.

The best early preparation is to pay special attention to the topics covered in your lower division psychology courses, and to take care to develop the documentation and writing skills called for in your psychology course projects. These projects have been designed to provide practice at the academic skills needed for executing a PSY 4999. If you regularly receive grades of B+ or higher, that's evidence that you are developing these skills. **See “Self Assessment” section.**

Then, in planning a specific project, follow these steps:

1. **Before advisement.** One week or more prior to advisement week for the semester in which you intend to conduct the research and produce the paper, conduct your preliminary literature search. Identify focused topic area (i.e., select psychological variables), then identify a beginning list of scientific journal articles, books, and/or chapters in edited volumes. Conducting this search involves a good deal of academic problem solving—references from current text books, and search of Psychological Abstracts and Social Science Index, and PALS.

   *If your familiarity with library search strategies and resources is modest, you may want to check with the psychology research paper guides in the library, or wait until you have developed these skills through course work. See “Self-Assessment” section.*

   This first round of information-gathering is often enough to present to a prospective PSY faculty instructor, although an individual instructor may ask you to come back with the completed reading list.
Additional sources are likely to be necessary, depending on the length and adequacy of the preliminary list.

2. **Selecting an instructor.** Please be advised that your PSY 4999 project will require a faculty instructor, but supervising PSY 4999 projects is not required of individual psychology faculty members. In a given semester, faculty may be scheduled too heavily to take on such a project. Faculty may not be available for the project for other reasons as well--the topic is not in their areas of expertise or interest, or the proposal does not indicate that the student is prepared to undertake the task independently. In short, it is the student's task to prepare an appealing project that demonstrates the advance planning and preparation needed for a high quality study with mature and timely execution. Generally speaking, academic professionals find independent studies both interesting and enjoyable if the student is equal to the task and not expecting the instructor to do the planning, searching, and editing. NOTE: The instructor may be your PSY advisor, but not necessarily. You may prefer to approach another instructor, or your advisor may simply be unable to take on the PSY 4999 you propose.

3. **Developing the full proposal.** The actual proposal that will guide your work with the instructor and serve as the basis for grading. This document is similar to the proposal for the PSY 2555. While instructions vary in how much detail they prefer, the proposal is a well organized summary of what is to be done, when, by whom, and why. In this case, it includes the resource--the reading list--under the what (in practice, the APA-style reading list is generally attached to the proposal as an appendix).

A typical outline would include the following:

**TITLE:** (need not be identical to the one for Registration Form, since it can be longer and have a subtitle, but should cover the same topic focus)

**CREDITS:** 1-4

**PURPOSE:** Why you are proposing the study. What you hope to get from it personally, perhaps, but in particular what you want to know about the issues or variables you plan to investigate. The purpose may include a list of objectives for this proposal. This section should demonstrate both clear conceptualization of the psychological problem and motivation. To develop this section, consider reviewing the material covered in earlier psychology courses.

**PROPOSED PAPER:** Length, style, section headings if appropriate (these may be modified after reading is completed) should be included.

**READING LIST:** Attach in full APA-style, since the prospective instructor may want to evaluate the authors and publishers as well as titles. Some of these titles may be from reference sections of relevant texts, as well as from your formal search. If you would like an example of such a list, most APA journals contain review articles (not research reports) with reference sections covering a variety of related sources. Similarly, chapters in professional edited volumes have such reference sections.

**GRADING CRITERIA:** Individual instructors retain prerogative in grading PSY 4999 as they do with other courses. Examples of what an instructor might weight heavily: correct use of terms; sequencing of key ideas; clear and relevant titles reflecting good organization; quality of resources reviewed (Reader’s Digest vs. Journal of Personality and Social Psychology and Psychological Bulletin); frequency of original research articles vs. literature reviews by others; critical thinking in evaluating the quality of data/analysis in studies; general English composition; thoroughness of investigation--are the key studies in topic area covered? The instructor may request that you submit as an appendix to your paper photocopies of the articles and chapters you review,
or alternately, the first pages of articles (which generally include both an abstract and citation information). The instructor may also require that you discuss the completed paper with him/her and defend your analysis.

TIMELINE: This can be as simple as a paper due-date on last day of regular classes. This level of interaction is fairly typical, but it is not the only model. Discuss with your prospective instructor whether weekly, or bi-weekly, or mid-term conferences are possible or necessary.

In one model, the timeline can have weekly component deadlines such as reading list, then annotated reading list, then Introduction, Section 1, Section 2, Conclusion, full rough draft, final draft. It is unusual for an instructor to meet that often, however.

General note: Students may want to set a final deadline two weeks before the end of exams and request that the instructor review that draft for problems. There will not be much time for revisions, but some students find that this arrangement takes some of the pressure off the full-scale independent study.

PREPARING THE REGISTRATION FORM:

Registration week should arrive fairly late in the planning sequence for an independent study. Some students see the process differently—first they’ll sign up, then they’ll work out what they’ll study, then they’ll read in earnest. For PSY 4999, however, the student is creating the course and therefore must outline the course of study BEFORE entering into the contract (i.e., registration) with the College. It’s a different kind of course. See “Self Assessment” to determine if you’re ready for it.

Once the ground work is set, “the Independent Study form” is required. Go to http://resources.css.edu/Registrar/forms/independent_study_form.pdf to locate and complete the Registrar’s independent study form.

TERMINOLOGY: The same form is used for two kinds of independent studies. At CSS, some standard courses are offered “independently” for home study. It’s not truly independent because the readings and exams are set up by the instructor. In a 4999, the other kind of independent study, the student is responsible for everything, including coming up with a title.

NUMBER OF CREDITS: 1 to 4. The number of credits awarded by an instructor for PSY 4999 is related to the number of formal resources on the reading list and the proposed length of the paper. Because the credit is awarded on the basis of the paper, not other course work, papers for 4 credits generally run 15 to 20 pages, plus references, with 15 to 30 references (depending on individual reference quality and length). Negotiate credits and project size carefully with your instructor when you sign up for PSY 4999 so there are no misunderstandings. It is best to specify these conditions in the actual proposal to the instructor (they need not appear on the Registrar’s form).

TITLE: 18 spaces are provided. The title is important because it will be the only transcript record of your work for future employers to review. You’ll want the variables to be clear and to identify your topic well. It’s usually easiest to make a list of prospective titles in 18 letters. (Abbreviations can be used if they are not mysterious.) Then pick the best title and write it in the blocks. The instructor can help select. Conceptually, the title should be broad enough to cover the materials you will summarize in the paper, but not much broader.
PROPOSAL: On the form, an actual proposal outline may be printed or typed in, OR, with approval of the
instructor, the words “Proposal on file with instructor” may be entered. To use this option, it is very important
that the instructor actually have the approved proposal-do not ask a professional to sign a false statement.

Your grading option should be specified on this form (A-F or P/NP).

SIGNATURES: Your signature, your instructor’s signature, and the department chair’s signature are all
required, secured in that order. Then make a copy for your own file, and for your instructor.

Take the completed for to the Registrar. If you have prepared on time, you will have the Independent Study form prepared
in time to take it along when you submit your regular course registration form.

MANAGING THE READING AND WRITING

Perhaps the most difficult part of a PSY 4999 is keeping up with your own reading and writing schedule without the
regular course meetings you’re used to. It’s true there is greater flexibility, but there’s also greater risk of procrastination.
Instructors are not obligated to award you an incomplete if you procrastinate.

To carry out a solid PSY 4999, you will need to set serious time aside early in the semester to carry out your research. Some titles will simply not be available, and some that are turn out to be irrelevant. You must have
these problems resolved in time to carry out the actual reading, which is often time consuming. You must have
a reliable system for keeping notes on the articles, even if you’re able to highlight photocopies. And you must have
plenty of time to draft and re-draft your paper.

To maintain your motivation, it might help to write a note to yourself about why you were excited about this project and why you VOLUNTEERED for it, so you can keep track of that bigger picture-your own enthusiasm,
but also your goals. Post it prominently, e.g., on the cover of the folder for your project. It can help.

SELF-ASSESSMENT:

Ask yourself, “Am I ready for PSY 4999?” The following questions may help you think through whether you’re ready for or interested in this kind of project. They are designed not to discourage anyone, but rather to help prevent a student getting into an unpleasant jam.

1. My success with APA-style assignments is: (examples?)
   1  2  3  4  5
   Lo High
2. My success with literature documentation—keeping track of the source of each idea and fact in the paper—is:
   (examples?)
   1  2  3  4  5

3. My success with literature analysis and interpretation—what are the authors really saying, and are they justified in saying it—is: (examples?)
   1  2  3  4  5

4. My success with self-discipline (scheduling work, meeting deadlines) is: (examples?)
   1  2  3  4  5

5. My success with problem-solving (getting stuck, then getting unstuck) is: (examples?)
APPENDIX E: Psychology PSLOT Meeting Types

Formal education has long been carried out in academic communities in which the exchange of views and information was fostered, both to advance knowledge and to transmit it. Most modern professionals, including psychologists, utilize a number of these meeting types to exchange information. To smooth out the transition from undergraduate classroom to professional training and exchange (conferences, graduate school, case conferences), the PSY-Pslot program includes several of these meeting types. A quick tour of the types may help you take advantage of the opportunities here. The Pslot Committee attempts to present a variety of these program types each year, as well as a variety of content, to provide a balanced diet of preparation.

I. Colloquium (plural: colloquiums or colloquia).
At CSS-PSY, we use this term as the general heading for pre-planned professional programs. It means, literally, “talk with” in Latin and is used to designate professional (non-business) meetings. In modern convention, a colloquium is a formal presentation with discussion among colleagues. For Pslot the presentation is generally 40-45 minutes, with 10-15 minutes discussion. PASS-Afterward is a 15-minute student-led discussion that follows the program. We identify several formats within our colloquium group.
   A. Research or Professional Methods Paper. A single speaker delivers a systematic presentation, in depth, on an investigation or program of research or application. Open discussion with audience generally follows. In Pslot, these programs model the process of investigation, integration, and formal presentation while also informing about the content area involved.
   B. Literature Review or Position Paper. A single speaker presents a formal summary of a particular topic/variable or group of variables, or a current social/scientific/practice problem. Documentation and clear structure are the rule, although more informal and even conversational presentations may be given. Discussion follows. Favorite faculty/practitioner lecture, a variation, exposes students to faculty interests and styles, and allows greater faculty communication with one another.
   C. Community Applications/Current Events. Community resource persons such as practitioners, agency heads, and local experts in PSY-related topics present formal or informal addresses. These sessions help students become familiar with community resources as well as career options.
   D. Symposium. Literally “drinking together,” as in gathering to take in a presentation, generally. In Pslot, Experimental Psychology three to four researchers deliver formal presentations for their studies. One or two discussants follow the formal papers with a critique of the studies, usually with an eye toward showing the how the papers contribute to the research field. Symposia are especially valuable for those who seek to understand or contribute to the momentum of a particular scientific specialty.

II. Non-Colloquium: Conversation Hour (CH). An informal gathering of people who share desire to exchange views about a particular topic or range of topics. There are many variations, but all are less formal and structured than an invited address or report. If a guest is invited, s/he has greater freedom to discuss what comes to mine, or to respond to questions. Some CH offer wide-ranging casual exchange between the students and faculty on a variety of psychology topics (such as “Psychology in the news”) while others are fairly focused, such as the Pslot Review discussion led by student members of the Pslot committee spring semester. Advertisements indicate the variety of CH planned. (CH is also a good forum for students to meet faculty with who they have not had classes.)
APPLICATION TO MAJOR IN PSYCHOLOGY

Before the end of your last semester of sophomore standing (junior standing begins at 61 credits), make an appointment with the Department Chair, Dr. Jerry Henkel-Johnson, for an information interview. When you make this appointment with Dr. Henkel-Johnson, also tell him the name of your Psychology faculty advisor. Please note that before applying to major in Psychology, you must have completed PSY 1105 and PSY 2208 (or equivalents as determined by the Psychology Department) with a grade of “C” or higher (neither C- nor “I” grades count).

It is also expected that during the interview applicants will discuss their reasons for choosing the major and will have an introductory discussion of APA ethical principles. The interview is also an opportunity for the student to ask Dr. Henkel-Johnson about the field of psychology or about the Psychology Department and majors at CSS.

WHAT TO BRING

1. Complete Application to Major Form (obtained at the Registrar’s Office).

2. Your copy of the Psychology Major Schema Form you and your Psychology faculty advisor work on each semester.