

The Psychology Student Manual

Department of Psychology
LAWRENCE UNIVERSITY

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THE PSYCHOLOGY STUDENT MANUAL

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September, 1999

This document will introduce you to the Lawrence University Psychology Department, its curriculum, faculty, and the opportunities we provide. This information will help you design your course schedule and take advantage of the opportunities the Department has to offer.

Goals for the Psychology Major Program

Our major program attempts to achieve the following objectives: *a)* introduce the content and explanatory power of current knowledge in the discipline through exposure to theory and research findings in the major subfields of psychology; *b)* foster critical thinking skills and an understanding of the interplay between psychological theory and research through critiques of published research and through empirical projects (conducted in both directed laboratory replications of research and independent projects); *c)* develop oral and written communication skills appropriate to the discipline through library research papers, laboratory reports, and oral and written critiques and presentations of research findings; *d)* promote an understanding of the values and ethics of psychologists; *e)* provide an ability to distinguish the proper domain of scientific psychology from “popular” psychology and to relate psychology to other liberal arts disciplines; *f)* develop specific methodological skills that include statistical reasoning, computer-based analysis of data, research design, and the ability to operationalize and measure psychological variables; *g)* provide opportunities for collaborative research with faculty; *h)* provide opportunities for hands-on experience in clinical and non-clinical settings; *i)* provide a framework for integrating the various subfields within psychology through a historical approach.

Declaring the major and choosing an advisor

If you are strongly considering a major in Psychology, we urge you to declare your major and select an advisor in the Department as soon as possible. Declared majors receive a mailbox on the third floor of Briggs Hall (near the Psychology Commons/Seminar room, Briggs 317). These boxes are occasionally used for memos that inform majors about schedule changes, advising information, current events related to the major, research and internship opportunities, student

activities, etc. Declaring a major is easy and does not represent a commitment on your part (dropping a major is just as easy).

Be sure also to add an advisor in the major because advisors outside of the major may not be aware of important curricular or scheduling changes that affect your course selection (you may add a major advisor while retaining your original academic advisor). The Lawrence Psychology Department consists of six full-time and two adjunct faculty members in the following academic areas:

Neuroscience, Cognitive Psychology, Developmental Psychology, Personality/Clinical Psychology, and Social Psychology. Any one of our full-time faculty members may serve as your advisor, but you will do best to choose the person whose interests most closely match your own (see the last page of the manual for a full faculty listing).

What can I do with my life if I major in Psychology?

Many of our graduates eventually pursue graduate school. The Franklin and Marshall study of Ph.D. production (from 1920 to 1980) among small colleges shows that we have a history of sending many students to graduate programs in psychology. In this listing, Lawrence ranked in the top 30 of small colleges in the nation for number of Ph.D.s produced.

In the past several years, Lawrence psychology graduates have begun work on Ph.D. degrees in a number of fields: neuroscience, industrial psychology, clinical psychology, counseling, experimental, and social. Others have attended medical school and other professional programs. These students have generally been successful at getting into good Ph.D. programs (e.g., University of Chicago, University of Wisconsin-Madison, SUNY-Buffalo, SUNY-Stony Brook, Northwestern, University of California-Los Angeles, University of Illinois-Champaign, etc.). Many others have pursued Masters degrees, particularly in counseling-related areas (e.g., Masters of Social Work).

Those who enter the job market often make direct use of their psychology training by obtaining employment in counseling or clinical settings (e.g., family violence, disabled adults, developmentally disabled children). Admissions work for colleges has also been a frequent career choice, at least temporarily before going on to graduate work. Teaching at the high school and the elementary level is also quite popular. Others have entered management training programs or entered the business world in other capacities (personnel, retail, etc.).

For those who are interested in business careers, psychology is a practical major. The abilities developed as a major are attractive to employers in many occupations. On a broader level, training in psychology emphasizes the application of critical thinking skills to problems with complex causality. On a more concrete level, we emphasize skills of research design that are more and more frequently used in government and business (the ability to design studies, collect data, analyze data sets with computer packages, and to interpret and report results).

For more information, read *Is Psychology the Major for You?* published by the American Psychological Association (APA). The APA also has available two videos about career options for psychology majors. The book and videos are available at the Career Center.

Curriculum and Major Requirements

Our objectives for the major program are accomplished primarily through the curricular structure of the major. **The Psychology Major requires 11 courses.**

Majors are required to take all five of the following courses:

- ◇ **PSYC 10: Principles of Psychology (AP credit available, 4+ on the AP exam)**
- ◇ **PSYC 28-29: Research Methods I and II**
- ◇ **MATH 07C: Statistics with the Psychology Statistics Laboratory OR MATH 20 (with lab)**
- ◇ **PSYC 49: Psychology Senior Seminar.**

These required courses help students do the following:

- think critically about the methods, values, and ethics of psychological research
- develop specific methodological skills in psychological research
- distinguish psychology from other disciplines and integrate the various psychological approaches
- learn a historical perspective on the theories and methods used in psychology
- develop written and oral communication skills.

The Senior Seminar requires the completion of a Senior Project (either an empirical project or a library-based thesis).

Majors are required to select 2 courses from each of two core areas of psychology, at least one of which must be taken with a laboratory component (courses with labs are marked with §).

Group I

- **PSYC 25: Psychopathology**
- **PSYC 26A OR 26B§: Developmental (without or with lab)**
- **PSYC 27: Social**

Group II

- **PSYC 21: Psychopharmacology OR PSYC 31: Brain and Behavior I**
- **PSYC 30§: Learning and Conditioning (lab);**
- **PSYC 22: Perception OR PSYC 32§: Cognitive**

These courses are designed to expose students to the breadth of theoretical approaches and experimental findings of psychology and encourage the critical reading of original research. The laboratory requirement ensures that students develop empirical research skills.

NOTES: Cognitive Psychology and Learning and Conditioning are laboratory courses that should be taken **after** the Research Methods sequence. When scheduling your classes, remember that courses that have a lab component require considerable extra time. Brain and Behavior I is an intensive look at the physiology of the brain; previous work in biology (e.g., Biology 1) is **strongly** recommended. For those who want an overview of brain processes that does not require a biology background, Psychopharmacology is recommended.

Majors are required to take 1 advanced course numbered in the 40s or 50s. These seminar courses offered in each of the major subfields allow students to investigate special areas of study in depth. These courses typically require long term papers and presentations on either a library or empirical research project. Students who plan to perform an extended Independent Studies project are encouraged to fulfill the paper requirement in the advanced course of their choice by working on their project. **We strongly recommend that the advanced course be taken in preparation for the Senior Project to be conducted in**

Senior Seminar. This means enrolling in an advanced course in either the Junior or the first term of the Senior year.

Majors are required to take 1 other course credit as an elective. The elective may be **any** course offered in the department, including Independent Studies (IS), Tutorial, or Practicum credits. If a full credit has been accrued through partial credits in IS, tutorial, or practicum courses taken over more than one term, this may fulfill the elective credit.

Optional independent studies and tutorials provide opportunities for students to work closely with faculty on psychological issues. These courses may result in honors projects and collaborative research with faculty.

Historical Origins and Contemporary Viewpoints of Psychology (offered alternate years) is strongly recommended as an elective for those who wish to pursue graduate school in Psychology. The course is an excellent preparation for the GRE Psychology test and for graduate work in the field. It is also required for **teaching certification** in psychology.

Suggestions for scheduling required courses

Course numbers serve as rough guides to the level of the course (10 = freshman year, 20s = sophomore year, etc.).

First year: Most majors take only 1 or 2 psychology courses in their freshman year. First-year majors should take **Principles of Psychology** (usually offered each term). All subsequent courses in psychology require Principles or sophomore status. If you take Principles early in the year, consider taking one or two 20-level courses. You may want to especially consider Group I courses (Psychopathology, Developmental, Social). Freshman year is also a good time to explore other fields and to complete GER courses.

Sophomore year: We **strongly** recommend taking the methods sequence (**Statistics with Psychology Lab, Research Methods I & II**) during the sophomore year. Beginning in academic year 2000-01, it will be offered during Terms I (MATH 07C), II (PSYC 28), and III (PSYC 29). You should plan off-campus program participation with this in mind. This sequence provides basic skills that will enhance your performance in almost all of your subsequent

psychology classes—especially any laboratory courses (e.g., Cognitive Psychology).

Sophomore year is also a good time to take courses in **Group I** of the core courses for the major (Psychopathology, Developmental, Social). It is better to delay laboratory courses such as Cognitive or Learning and Conditioning until **after** the methods sequence is completed (i.e., junior year). Most of the Group I courses are offered early in the year so that you can start taking 30-level courses from the advanced group for which Group I courses are prerequisites (e.g., Adolescence). Topics courses, however, are better left until the junior and senior years (or Term III of your sophomore year at the earliest). Think seriously at this point about getting involved in independent research—consider this when planning course selections for your junior year.

Junior year: By the end of your junior year, you should have completed, or nearly completed, the **Group I and II** core requirements. You should also begin to explore advanced course work in areas that particularly interest you. Junior year is a perfect time to get involved in more extensive research projects, particularly if you want to do an honors project—these courses require papers that can be research proposals or literature reviews on a topic that you research. **You should begin to prepare for your Senior Project during the junior year!** To do so, take an advanced course (40-level) in the area in which you will pursue your project. After completing the advanced course, consider taking Independent Study credit Term III of junior year to continue the project. You can then continue the research project in your senior year and use that project for your senior project in Senior Seminar.

Remember, you will have a number of pressing concerns during senior year—writing a resume, taking the GRE and applying to graduate schools, applying for jobs. **Do not** underestimate the time that you will have to devote to these other activities—so don't leave too many requirements until senior year and, if you are serious about research, don't presume that you'll get started senior year.

Senior year: Obviously, you want to complete all the major requirements you have left. Hopefully, you have followed our previous advice and have few courses you must take. If you have arranged things well, you will be able to focus on completing the Senior Seminar and your Senior Project. Senior year should offer you the flexibility to pursue other fields as well as to take ISs to complete a research project, perhaps for honors.

Scheduling off-campus programs

Probably the most convenient time to spend time off-campus will be during your junior year. If you wish to take an off-campus program sophomore year, consult with your advisor because it will be difficult for you to take the Research Methods sequence. If you go during junior year, first term is still a possibility, but probably not ideal because many core courses are offered Term I. Talk to your advisor before making any commitments to ensure that there are no imminent changes in the scheduling of required courses.

Help with course work in Psychology

Tutors for students in most Psychology courses can be obtained through College Place or through the Psychology Student Association (see below).

Minors in Psychology

Particularly if you are not interested in pursuing graduate studies in psychology, a **minor** in psychology may be a way to provide an appropriate secondary focus for your liberal arts degree. Psychology could provide a good minor program for students majoring in a variety of disciplines: e.g., foreign languages, English, other social sciences, biology, art, or music. Courses in the minor give a background in a variety of the methods and approaches to psychology. However, the minor offers more latitude in choosing psychology courses that are specific to your interests.

There are **2 required courses** for the minor in psychology:

- ◇ **PSYC 10: Principles of Psychology**
- ◇ **MATH 07C with Psychology Statistics Lab OR MATH 20 (with Lab).**

These courses give an overview of the many subfields in psychology and the quantitative methods used in psychological research.

Students choose:

- **1 course** from **Group I: PSYC 24, 25, 26A or 26B, 27**
- **1 course** from **Group II: PSYC 21, 22, 30, 31, 32.**
- **1 course** from **Group III: PSYC 41, 43, 45, 46, 47**
- **1 course** as a psychology elective.

One of the courses taken must have a lab (Developmental with a lab, Cognitive, Learning and Conditioning, Brain and Behavior II, or Research Methods I and II). You may not take both PSYC 24 and 25 to fulfill the minor.

Interdisciplinary Majors and Minors related to Psychology

Interdisciplinary areas bring together students and faculty from related disciplines to focus on a set of issues that cross disciplinary lines. Some interdisciplinary areas may be pursued as a major (Linguistics or Gender Studies) or on an elective basis as a minor. Many psychology majors choose to participate in the following areas: **a) Neuroscience**—relating the chemistry, biology, and pharmacology of the brain to psychological functioning and behavior, **b) Cognitive Science**—the nature and representation of knowledge, artificial intelligence, mind and brain, **c) Linguistics**—the nature and use of language, or **d) Gender Studies**—how gender identity and gender roles affect us.

The Department's course offerings also contribute to each of these programs: **a) Neuroscience**—Brain and Behavior I and II, Psychopharmacology and Behavior, Perception, Learning and Conditioning, Topics in Neuroscience (shared with Biology and Chemistry); **b) Cognitive Science**—Cognitive Psychology, Developmental Psychology, Psycholinguistics, Topics in Cognitive Psychology, Perception, Brain and Behavior I; **c) Linguistics**—Cognitive Psychology, Psycholinguistics; **d) Gender Studies**—Psychology of Gender, Developmental Psychology, Adolescent Psychology, Social Psychology, Psychology of Oppression, Topics in Social Psychology, Topics in Developmental Psychology, Psycholinguistics.

Clinical sequence and experience in clinical settings

Students who are seriously interested in pursuing careers in the mental health field are encouraged to take the department's *clinical sequence*: **Psychopathology** (Term I), **Clinical Psychology** (Term II), and **Clinical Field Experience** (Term III). Another course of particular interest is Topics in Personality/Clinical. Students in this area are strongly encouraged to pursue empirical research projects (which is a major admissions criterion for graduate programs in clinical psychology). Clinical Field Experience (Psychology 90) provides an opportunity to gain valuable first-hand experience in treatment settings. You may choose placement at sites ranging from group homes and

crisis centers (such as a domestic abuse shelter) to large mental health centers. Students spend 10 hours per week at the arranged placement; they also receive close supervision and discuss readings at weekly meetings with the instructor. In addition to readings, students complete an academic paper to earn course credit. For more information contact Professor Gerald Metalsky (x6705).

Student organizations

Psychology majors are strongly urged to join the **Psychology Student Association (PSA)**. Membership in the organization and attendance at the group's meetings will help ensure that you get the most out of your major in Psychology. Announcements about opportunities in research, field experience, internships, and work-study opportunities (e.g., as laboratory assistants in the Department) are made first at PSA meetings. Involvement in the PSA is a route to active involvement in the Psychology Department. The PSA is strongly supported by the faculty in the Department and is encouraged to participate in important departmental activities. For instance, students in the organization have participated in faculty hiring (interviewing job candidates and influencing the decision about whom to hire) and curricular change (such as a new student-run laboratory for Principles of Psychology). Membership in the group will not only offer you the chance to get to know others in the major, but to have a personal impact on activities related to Psychology at Lawrence.

In addition to the PSA, whose membership is open to all (majors and non-majors alike), **Psi Chi** is a chapter of a national honor society of psychology majors and minors for which students qualify by meeting stringent GPA and course requirements. Psi Chi and the Psychology Student Association are complementary groups (in fact, all Psi Chi members are required to belong to the PSA). These groups jointly sponsor a variety of events and activities, such as talks on careers in psychology or recent advances in research.

Research and Career Talks in Psychology

The Psychology Department, in conjunction with the student organizations, occasionally sponsors research and career in psychology talks. Such talks may involve faculty, students, alumni, or professional guests presenting recent research or information about careers in psychology or related fields.

Research opportunities within the Psychology Department

Engaging in independent research in close collaboration with a faculty member is the single most important opportunity that you can take advantage of as a Psychology major. Psychology is a research-oriented field—to truly understand what the field is about, you must do research yourself. Such experiences are offered within required courses in the major; however, projects completed within a 10-week course do not offer the same kind of learning experience that can be gained through extended research done in Independent Studies.

In addition to the learning experience that independent research provides, the experience is extremely valuable whatever your future career plans might be. If you are considering graduate work in Psychology or related fields, it is important to be aware that research experience is viewed as a strong asset and the lack of it can seriously hurt your application. Although one might suppose that this is less true in applied areas of Psychology, such as clinical and counseling psychology, this isn't so. In fact, because of the competitiveness of such programs (particularly Ph.D. programs in clinical), research experience is often a crucial ingredient to a successful application and is more important than volunteer work or experience in clinical settings! For those who seek careers in business or government, research experience provides and demonstrates some of the most directly applicable skills that will make you an attractive candidate for employment. In business, for example, market research is based upon research paradigms derived from psychology. Experience in designing and conducting research projects and, especially, analyzing data, interpreting and reporting results will give you a competitive edge in pursuing employment. Also, close collaboration on a research project is the best way for a faculty member to get to know you and your abilities. Successful completion of a project will enable the faculty member to write a detailed and convincing letter of recommendation for you.

The curriculum for the major has been structured to encourage independent student projects by allowing students in advanced required courses (the 40-level courses and the Senior Seminar) to fulfill the large paper and presentation requirements in these courses by submitting papers and presentations on continuing Independent Studies projects.

There are myriad opportunities for research in collaboration with faculty members. There are no minimum GPA requirements or other formal restrictions; rather, ISs are arranged by mutual agreement with the faculty sponsor. **To take**

advantage of these opportunities you must actively pursue them. If you are interested in research in a particular area (even if your ideas about it are vague) or if you are interested in the work that is currently being conducted by faculty members, we strongly encourage you to seek out the appropriate faculty member(s). The research interests of the faculty members are listed below:

Faculty research interests

Altogether, the department's six full-time faculty members have published over 100 scholarly articles. And articles produced at Lawrence typically have students listed as co-authors. More than a dozen Lawrence psychology students have co-authored scholarly publications with the department's faculty during the past five years alone. The paragraphs that follow describe selected aspects of the research programs of each of our faculty members:

Because of its frequency, depression has been called the “common cold” of psychopathology. Why do people become depressed? How can depression be prevented and treated? **Gerald Metalsky** and his colleagues have proposed an integrative theory of depression that not only identifies risk factors for depression, but specifies how depressive episodes are actually triggered, and how people can avoid getting depressed.

Although most of us understand speech without difficulty, understanding how we accomplish this task is quite another issue. The stream of speech is a continuous jumble of sounds, yet we perceive it as separate, meaningful words. **Terry Rew-Gottfried** studies speech perception, particularly with people learning a second language. Thanks to a National Science Foundation grant, students have access to equipment that performs real-time acoustical analysis of speech (and musical sounds) and automated presentation of speech for conducting research.

What are the origins of sexism? What makes sexism different from other forms of prejudice? **Peter Glick** has developed the Ambivalent Sexism Inventory to examine both the hostile and “benevolent” (e.g., protective attitudes toward women) aspects of sexist beliefs. He and his students are continuing to explore how ambivalent sexism relates to stereotypes about and discrimination against women.

Applied research often focuses on solving social problems and increasing human potential. The research interests of social psychologist **Hazel Spears** extend to

two applied areas, education and health. Because the quality of our lives are strongly influenced by the decisions we make and the habits in which we engage, being able to change our behavior in healthful and productive ways can have a profound effect on our own lives, and subsequently on society as a whole. Prof. Spears is currently working on two projects, both aimed at college students. The first (in collaboration with Martha Hemwall in Anthropology and Student Services) is designed to examine and enhance academic motivation, skill, and achievement. The second project investigates the link between alcohol consumption and casual sex, and seeks to increase safer sex practices. A related interest is increasing motivation to exercise, particularly among African Americans, who are at greatest risk for hypertension and heart disease. Professor Spears is on leave for the next two years (2000-02)

Imagine that you are trying to get lukewarm water by mixing water from an extremely hot water tap and a slightly cold water tap. Now imagine the problem of creating 5 units of 60° water by mixing different proportions of 110° and 40° water. Most people intuitively grasp the former problem, but have difficulty with the latter, despite their conceptual similarity. **Beth Haines** researches how children develop intuitive and formal problem-solving abilities. She is particularly interested in teaching children to apply their intuitive strategies to aid comprehension of the more formal problems they learn in school.

We all know that alcohol and other drugs affect the brain, but exactly how do they do so? **Bruce Hetzler** explores the effects of alcohol and other psychoactive agents on the functioning of the nervous system. Using laboratory animals, Hetzler and his students have paid particular attention to the influence of these drugs on vision and behavior. Recently, this research has been extended to include dissociative anesthetics, such as ketamine and phencyclidine (PCP or “angel dust”).

Departmental facilities

The Department offers facilities for research in neuroscience, animal learning, speech perception and acoustical analysis, personality and psychopathology, and lab rooms suitable for studies in personality, clinical, social, and development. These facilities are primarily located on the third floor of Briggs Hall near the Psychology faculty offices (animal labs are in Youngchild, accessible via the tunnel). Our child development labs are spacious enough for observation of large groups of children engaging in social interaction through one-way

observation windows. There are also extensive facilities for work in personality and clinical psychology—including rooms set up for the observation of clinical sessions or for training students in interview techniques. The social psychology labs include sophisticated video equipment that can be used for creating experimental and instructional materials. Grants obtained from the National Science Foundation have funded a small computer network used for classroom work and student research, as well as a sound spectrograph for acoustical analysis (housed in a specially sound-attenuated room). The department's computer network is used for running experiment simulations in a number of classes and may be employed for independent student research projects.

In addition to the laboratory facilities, there is a Psychology Commons and Seminar room (Briggs 317) that is left open continuously for use by students. When not serving as a classroom, the Commons room is a gathering place for students (and is furnished with couches and comfortable chairs to encourage its use as a lounge). A bulletin board in Briggs 317 contains postings about PSA and Psi Chi, internship and graduate school opportunities, etc. In addition, there is a file cabinet with information on graduate programs in psychology, internships, Graduate Record Exam (GRE), etc.

Students are encouraged to use the laboratory facilities as well as the Commons room. Some of the social psychology labs remain open when not in use for research and may be used by students as study or meeting places. Other laboratories can be signed out for students' independent research projects. For more information about scheduling rooms or equipment for use, see any faculty member within the Department.

Library facilities

The Lawrence library has extensive book and journal holdings related to psychology. The library also subscribes to PsycInfo, computerized search service for journals and book chapters in psychology, available on the web: <http://www.searchbank.com/searchbank/waicupsy.lawru>

Honors Projects in Psychology

Any student, regardless of GPA, may pursue an honors project by arranging for faculty supervision (in fact, many students with modest GPAs have completed exemplary projects for which they received honors at graduation). Most honors

projects in psychology involve empirical studies, but theory and library-research papers are also done. Students typically start to pursue these projects within the required advanced course (40-level or 50-level) and through IS credit beginning in either their junior or senior year. The honors project is moved toward completion within the Senior Seminar course as the senior project required in that class. An honors project is a great way to cap your undergraduate career, but get started early—projects to be submitted for honors must be finished by the middle of Term III. Therefore, we strongly recommend that you start planning a project in the junior year. Ask a faculty member or see the Lawrence pamphlet “Honors at Graduation” for more details.

Graduate school in Psychology and related fields

We believe that our major program prepares our students to excel in even the most difficult graduate programs in psychology and related fields. Basically, graduate programs fall into two broad categories—those that are aimed at creating researchers/teachers who generally pursue academic positions (like your professors) and programs that are more applied in emphasis, producing people with appropriate training for jobs outside of academe (e.g., in business, government, mental health settings, etc.)

Graduate school is something to think about early on in your undergraduate career. What you find out early may influence the courses you choose and research opportunities you pursue. Finding the right graduate program for you takes a great deal of research, as does the application process. It is not something to leave until the last moment!

Whatever kind of graduate school you are interested in, the faculty will do its best to help advise you and the Career Center is a terrific resource. The APA publishes two books of interest: *Preparing for Graduate Study in Psychology: NOT for Seniors Only!* and *Graduate Study in Psychology* (which gives information about all graduate programs in psychology; it is published yearly and contains the most up to date information). Both are available at the Career Center. The Psychology Student Association and Psi Chi sponsor a graduate school forum each Fall (with psychology faculty and the Career Center director).

Graduate school in academic psychology. If you enjoy doing research and think you would be a good teacher, this may be for you. Graduate school in academic psychology fits into the subfields evident in our curriculum:

neuroscience, cognitive, experimental, developmental, social, personality, and clinical. If you are seriously considering an academic career, be forewarned that you will need to obtain a Ph.D. to pursue college and university-level jobs. Ph.D. programs in basic psychology are generally very competitive, requiring strong GPAs and GREs to get into them. These programs also place a great emphasis on research experience. Although graduate school is expensive, most schools offer financial support through teaching assistantships, research assistantships, or fellowships. Finally, the job market in academia is difficult to forecast (it is currently fairly tight, but by the time you obtain a Ph.D., typically at least 4-5 years after you graduate from Lawrence, things may be quite different).

Graduate school in applied psychology. There is a staggering array of applied graduate programs in areas related to psychology. The biggest area is **clinical and counseling psychology**. The clinical and counseling area has both an academic and applied emphasis. If you seek a higher degree in clinical psychology and wish to set yourself up in practice as a licensed psychologist, be aware that straight clinical programs generally are Ph.D. (not Masters) programs, are extremely competitive to get into, and emphasize research as much as clinical training (research experience is often critical for gaining admission). You may also consider PsyD programs. The PsyD is not as prestigious as a Ph.D., but these programs emphasize clinical skills, rather than research. Unfortunately, because these are run as professional schools, they are expensive and usually do not offer fellowships or teaching and research assistantships to help you pay your way (these kinds of support are common in academically-oriented Ph.D. programs). On the other hand, PsyD programs have less competitive admissions requirements and are a good option for students who wish to work in an applied setting, but who do not have the GPA or GRE scores to gain admission to clinical and counseling Ph.D. programs. Another option is to pursue a Masters degree in clinical or counseling programs. This will allow you to obtain counseling jobs, but Masters-level psychologists must be supervised by licensed Ph.D. psychologists.

A degree in a related field may be appropriate if you want to do certain kinds of counseling. For instance, the **MSW** (Masters in Social Work) degree often has a counseling track. People with this degree often have counseling jobs (e.g., working with troubled adolescents). Similarly, degrees from Education programs may have a counseling emphasis, as does school psychology (counseling and testing within the school system).

Other applied areas you might be interested in include industrial psychology (psychology applied to personnel selection, training, motivation, etc.), health psychology, and sports psychology.

Related fields often offer pragmatic graduate programs for those who do not seek an academic job, but wish to use their psychology background. If you are interested in developmental psychology, consider graduate programs in education, school psychology, developmental disabilities, or speech disorders. If you are interested in social psychology, consider the more applied fields of communication, education, or marriage and family studies. If you are interested in cognitive psychology, consider programs in speech and hearing, education, or human factors engineering. If you are interested in neuroscience, consider a medical degree, pharmaceutical research or sales, rehabilitation therapy, or physical therapy.

Full-time Faculty

Social Psychology: **Peter Glick**, Professor.

Oberlin College, A.B.; University of Minnesota, Ph.D. Interests: Stereotyping and discrimination, sexism, male-female relationships.

Office: Briggs 315.

Developmental Psychology: **Beth A. Haines**, Associate Professor.

University of Wisconsin-Milwaukee, B.S.; University of Wisconsin-Madison, M.S., Ph.D. Interests: Cognitive and social development, problem solving ability, parent-infant attachment, child care.

Office: Briggs 312.

Neuroscience: **Bruce E. Hetzler**, Professor.

DePauw University, B.A.; Northwestern University, M.A., Ph.D. Interests: Neuropharmacology, effects of alcohol on the brain, computer analysis of brain waves.

Office: Briggs 314.

Personality/Clinical Psychology: **Gerald I. Metalsky**, Associate Professor.

University of California-Berkeley, B.A.; State University of New York-Stony Brook, M.A.; University of Wisconsin-Madison, Ph.D. Interests: Etiology, assessment, and treatment of mental disorders; psychotherapy.

Office: Briggs 316.

Cognitive Psychology: **Terry Rew-Gottfried**, Associate Professor.
University of Minnesota, B.A., Ph.D. Interests: Perception of speech and singing, cognition and perception, bilingualism, psychology of music.
Office: Briggs 311.

Social Psychology: **Hazel Spears**, Assistant Professor.
University of Southern California, B.A.; Princeton University, M.A., Ph.D.
Interests: Racism, stereotyping, perceptions of affirmative action, multi-cultural psychology, sexuality. (*on leave Spring 2000-Spring 2002*).

Adjunct Faculty

Clinical Psychology: **Kathy Fuchs**, Adjunct Associate Professor of Psychology/Director of Counseling Services. Barat College, B.A.; Saint Louis University, M.S., Ph.D. Interests: Psychotherapy, peer education, eating disorders, family relations, sexual harassment.
Office: Counseling Center (Landis/Peabody).

Counseling Psychology: **Jerri Kahl**, Adjunct Lecturer in Psychology/Associate Director of Counseling Services. University of Kansas, B.A.; University of Wisconsin-Oshkosh, M.S. Interests: Counseling, peer education, crisis intervention.
Office: Counseling Center (Landis/Peabody)