

**The University of
Findlay
Findlay, Ohio**

**Manual for
Psychology Majors**



2011-2013

The University of Findlay

Psychology Program

Dear University of Findlay Student:

- **Would you like to study the mental processes that help us acquire and remember information so we can improve our everyday memory?**
- **Would you like to help people with behavioral disorders help themselves to achieve a better quality of life?**
- **Would you like to work with communities and neighborhoods to help them deal with growth and plan for the future?**
- **Would you like to understand those factors that facilitate teaching so that teachers can be taught techniques to improve student learning?**
- **Would you like to be able to assist the legal profession in understanding criminal behavior, improving lie detection, or understanding the problems of eyewitness testimony?**
- **Would you like to use the information we have about health and behavior to promote wellness and prevent illness? Would you like to improve the coping strategies of person under stress?**
- **Would you like to study the brain and begin to understand the changes that occur with the use of drugs or the onset of brain injury or trauma?**
- **Would you like to better understand why people behave differently in a group from how they behave when alone, and why personal decisions are affected by the context in which they are made?**

If you answered yes to these questions, this booklet will be of interest to you. It is designed to assist psychology majors or those considering psychology as a major as they progress through their four years of undergraduate work at the University of Findlay. You will find information related to the goals and mission of the psychology program, course descriptions and requirements for graduation, how best to acquire important skills needed after graduation, what steps are necessary to prepare for a job after your bachelor's degree, and

What factors will increase the probability of being accepted into graduate school should you choose to pursue an advanced degree.

The booklet will be a good source of information for you during your time at The University of Findlay. It should not, however, be your only source. There are listings included of many books, websites and resources which will expand even further your knowledge of what is needed to become successful in the field of psychology. In addition, it is very important that you spend time discussing your goals and dreams with your academic advisor who will be able to guide you toward graduation. Finally, getting to know and interact with other psychology majors will help you locate resources you might not have discovered on your own.

The psychology faculty takes strong interest in the students they advise. Take time to get to know them, learn more about yourself and others, and be prepared for an exciting journey in the field of psychology.

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology Major. New Jersey: Prentice Hall.

The University of Findlay

Psychology Program

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The University of Findlay Psychology Program

“Life, academic, and career skills through experience”

Mission Statement

The mission of the University of Findlay psychology program is to produce a graduate who has an understanding of the science of human behavior and an ability to apply this understanding to diverse settings.

Program Goals

There are several broad outcome goals established which students will achieve during their undergraduate experience. They include:

1. Understanding basic principles and theories of human behavior.
2. Demonstrate skills in the following areas:
 - critical thinking,
 - quantitative analysis,
 - computer literacy, and
 - values awareness
3. Perform research in the field of human behavior.
4. Demonstrate knowledge of human behavior in an applied setting.
5. Prepare for graduate school (for those interested in pursuing and advanced degree).

More specifically, the undergraduate psychology major is being taught to demonstrate as many as possible of the following skills and abilities, knowledge and personal traits. These characteristics are arranged in descending order of importance as ranked by a large number of people who employ psychology majors.

Skills Employers Seek

As you take your undergraduate courses, you may wonder how they are going to help you eventually “on the job.” a good approach is to take a *skills orientation*. Think of your courses not only as a ways of learning about particular subjects but also as learning experiences which refine a variety of specific skill.

1. Adaptability
 - Develop a habit of curiosity.
 - Think creatively.
 - Solve problems effectively and quickly.
 - Work well with those who are different from you.
2. Competence in Reading and Writing; Computational Skills
 - Reading Skills:
 - Be able to extract the important ideas from written words as well as graphs and tables.
 - Be able to apply information to solve problems and answer questions.
 - Writing Skills:
 - Be able to communicate (orally) ideas clearly, concisely, accurately, and logically.
 - Be able to write introductory summaries and wrap-up statements.

- Be able to document and illustrate ideas, including creating tables and graphs.
- Computational Skills:
- Be able to identify problems in data.
 - Be able to reason numerically.
 - Be able to apply/use data to solve problems (knowledge of statistics very useful here).
3. Communication Skills
 - Be able to communicate, orally, ideas clearly, concisely, and persuasively.
 - Use “active” (versus passive) listening skills.
 - Be able to ascertain that you and another have a common understanding of the message.
 - Be curious enough to probe for critical information.
 - Be sensitive enough to hear and relate to the emotions behind another’s words.
 4. Computer Skills
 - Be able to use a major word-processing program.
 - Be able to use a spreadsheet program.
 - Be able to use a data base management program.
 - Be able to use the internet and world wide web.
 - Be able to use e-mail.
 5. Group Interactional Skills
 - Be able to solve problems in a group.
 - Be able to think creatively in a group.
 - Be able to judge and engage in appropriate behavior.
 - Be able to cope with undesirable behavior in others.
 - Be able to absorb/deal with stress.
 - Be able to deal with ambiguity.
 - Be able to inspire confidence in others.
 - Be able to share responsibility with others.
 - Be able to interact effectively with others.
 6. Interpersonal Influence Skills
 - Be able to achieve personal goals, as well as influence others and the larger organization.
 - Know how organization is structure, how it works, and why it works the way it does.
 - Know how, why, when, and by whom decisions are really made.
 7. Knowing How to Learn
 - Understand how you absorb and retain information.
 - Learn when you are most alert and use this time to learn.
 - Keep aware of external events and reflect on how those events affect you.
 8. Self-management Skills
 - Believe in your self-worth.
 - Take sole responsibility for setting your goals.
 - Generate internally the motivation to accomplish your goals.
 - Take actions that will best ensure your personal and career development.

National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

Guideline 1. Theory and Content of Psychology

Students should show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Guideline 2. Research Methods in Psychology

Students should understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Guideline 3. Critical Thinking Skills in Psychology

Students should respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Guideline 4. Application of Psychology

Students should understand and apply psychological principles to personal, social, and organizational issues.

Guideline 5. Values in Psychology

Students should be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that Are Further Developed in Psychology

Guideline 6. Information and Technological Literacy

Students should demonstrate information competence and the ability to use computers and other technology for many purposes.

Guideline 7. Communication Skills

Students should be able to communicate effectively in a variety of formats.

Guideline 8. Sociocultural and International Awareness

Students should recognize, understand, and respect the complexity of sociocultural and international diversity.

Guideline 9. Personal Development

Students should develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Guideline 10. Career Planning and Development

Students should emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Developed by the Force on Undergraduate Psychology Competencies of the American Psychology Association, 2002.

The University of Findlay

Psychology Faculty

PROFESSOR:

John A. Malacos, Ph.D.

B.A. - Eastern Michigan University

M.A. - Michigan State University

Ph.D. - Michigan State University

Specialties: Counseling psychology, not-for-profit agency management, private practice

ASSISTANT PROFESSORS:

Donald E. Collins, M.A.

B.A. - Dickinson College

M.A. - Bowling Green State University

Specialties: Sport psychology, student personnel services

John R. Leach, Ph.D.

B.A. – The University of Findlay

M.A. – Bowling Green State University

Ph.D. – Bowling Green State University

Specialties: Cognitive psychology, Social psychology, judgment and decision-making

Evelyn Buday, Ph. D

B.A. – University of Puget Sound

M.A. – University of Illinois at Chicago

Ph. D. – University of Illinois at Chicago

Specialties: Cognitive development, Humor, Critical thinking

The University of Findlay Psy-Key and Psi Chi Clubs

The University of Findlay has two organizations that are open to Psychology majors and minors – the Psy-Key Club and the Psi Chi Club. The Psy-Key Club is open to all Psychology majors and minors and offers opportunities to learn more about the field of Psychology and to network and socialize with each other. The Club meets 1-2 times per month and students listen to outside speakers, watch DVDs, or learn about new research studies. Activities have included professionals in the community speaking on the following topics:

- Emergency Services in the Community
- The Role of Psychiatry in Mental Health Services
- Mental Health Issues for Incarcerated Prisoners
- Handling National Disasters
- Domestic Violence in the Home
- Suicide Prevention
- Ways to Get Into Graduate School
- The Life of a School Counselor

In addition, students are expected to perform four service hours each semester volunteering time in the community. The Psy-Key Club has also done several group service projects. They have collected toys for underprivileged children at Christmas. They have participated in two Martin Luther King walks, and for the past two years, they have build “homes” out of cardboard and lived outside in the cold to increase awareness of the homeless. Students are able to earn .5 credit hours during each semester.

The Psi Chi Club is a national honor organization and is open by invitation only to those Psychology majors or minors who qualify for admission. A student must take three Psychology courses and be ranked in the top 35% of his/her class in order to be eligible. The Club works along with the Psy-Key Club to plan activities and possible fund-raisers for the year.

MAJOR REQUIREMENTS FOR A BA IN PSYCHOLOGY

49 hours total course work

CORE COURSES (All Required)

Sem.	Grade		
_____	_____	PSYC 100	General Psychology
_____	_____	PSYC 128	Orientation to Psychology (1)
_____	_____	PSYC 208	Life-Span Development
_____	_____	PSYC 213	Fundamentals of Counseling
_____	_____	PSYC 233	Abnormal Psychology
_____	_____	PSYC 234	Diagnosis of Mental Dis. (1)
_____	_____	PSYC 240	Social Psychology
_____	_____	PSYC 260	Cognitive Psychology
_____	_____	PSYC 270	Neuropsychology
_____	_____	PSYC 289	Research Methods I (4)
_____	_____	PSYC 301	IRB (1)
_____	_____	PSYC 328	CUE (2)
_____	_____	PSYC 389	Research Methods II (4)
_____	_____	PSYC 428	Senior Capstone Seminar

G.E. REQUIREMENTS

Sem.	Grade	
_____	_____	Philosophy or Religion
_____	_____	Social Science
_____	_____	Psychology
_____	_____	Humanities
_____	_____	Humanities
_____	_____	Fine Arts
_____	_____	Fine Arts
_____	_____	Math 123 or 223
_____	_____	Natural Science
_____	_____	Foreign Language/Culture
_____	_____	Foreign Language/Culture
_____	_____	ENGL 202,272, 282, 302, 305, or 306

THEORETICAL COURSES (6 Hours - Choose 2)

Sem.	Grade		
_____	_____	PSYC 113	Psychology of Becoming
_____	_____	PSYC 320	Theories of Personality
_____	_____	PSYC 350	Psycholinguistics
_____	_____	PSYC 355	Psychology and Law
_____	_____	PSYC 360	History of Psychology
_____	_____	PSYC 380	Child and Adolescent

COMPETENCIES REQUIRED

Sem.	Grade	
_____	_____	ENGL 106, 107, or 206
_____	_____	ACAD 088 (Freshmen)
_____	_____	CSCI 148, 150 or 190
_____	_____	Reading
_____	_____	COMM 110 or 211
_____	_____	HPE 100

SCIENCE-BASED COURSES (3 Hours - Choose 1)

Sem.	Grade		
_____	_____	PSYC 315	Animal Behavior
_____	_____	PSYC 365	Evolutionary Psychology
_____	_____	PSYC 370	Sensation and Perception
_____	_____	PSYC 375	Cognitive Development

RECOMMENDED COURSES (ELECTIVES)

Sem.	Grade		
_____	_____	PSYC 050	Psy-Key Club (.5)
_____	_____	PSYC 210	Studies in Dev. Psych (2-4)
_____	_____	PSYC 310	Studies in Behavior (2-4)
_____	_____	PSYC 312	Studies in Personality (2-4)
_____	_____	PSYC 314	Readings in Psychology (1-3)
_____	_____	PSYC 495	Seminar (1-4)
_____	_____	PSYC 499	Psychological Research (1-3)

APPLIED/CLINICAL COURSES (3 Hours - Choose 1)

Sem.	Grade		
_____	_____	PSYC 309	Health Psychology
_____	_____	PSYC 330	Applied Sport Psychology
_____	_____	PSYC 385	Death Education

MINOR REQUIREMENTS

18 hours total course work

_____	_____	PSYC100	General Psychology
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ELECTIVES (15 Hours Required)

Psychology (PSYC)

A *major in psychology* consists of PSYC 100, 128, 208, 213, 233, 234, 240, 260, 270, 289, 301, 328 (minimum of two semester hours), 389, and 428. In addition, psychology majors are required to complete two courses from PSYC 113, 320, 350, 355, 360, and 380; one course from PSYC 315, 365, 370, and 375; and one course from PSYC 309, 330, and 385. Recommended courses that can be taken but will not be counted toward the major but can be used for credits for the bachelor's degree include PSYC 050, 210, 310, 312, 314, 495, and 499. In utilizing psychology as a minor, the student should select the psychology elective courses in order to augment his/her major field of study. A *minor in psychology* consists of 18 semester hours to include PSYC 100 plus any additional combination of psychology courses (excluding PSYC 050) totaling 15 semester hours. If a course is offered for variable credit, a student can only apply up to three credit hours for that particular course.

050 PSY-KEY CLUB .5 semester hour

The Psy-Key Club will provide opportunities for psychology majors, minors, and others interested in psychology to learn more about psychology and to participate in activities that promote skill building in working with people. Graded S/U.

100 GENERAL PSYCHOLOGY GE 3 semester hours

This course offers an orientation to psychology as the scientific study of behavior and mental processes, with special emphasis on principles of learning, memory, adjustment, abnormal behavior, and the physiology of behavior.

113 PSYCHOLOGY OF BECOMING (Personal Growth and Development) GE 3 semester hours

This is a beginning course for the person interested in an experiential/experience-oriented approach to psychology. Emphasis is on personal growth and development and includes focus on self-awareness, personal values, stress and adjustment, healthy choices, communication with others, and interpersonal relationships.

128 ORIENTATION TO PSYCHOLOGY 1 semester hour

Designed for psychology majors, or those thinking of psychology as a major, to accompany PSYC 100, this course will offer the starting point for the building of the student's portfolio and assessment process and will provide an overview of the major as well as the various career opportunities available.

208 LIFESPAN DEVELOPMENT 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course traces the physiological, cognitive, and psychosocial development of the individual from conception through late adulthood. Choices and obstacles relative to normal growth and development are examined.

210 STUDIES IN DEVELOPMENTAL PSYCHOLOGY 2 to 4 semester hours

This course includes diverse topics dealing with the growth and development of behavior. Each specific topic is subtitled on the student's transcript after completing the course. An example is psychology of early and middle adulthood. This course may be repeated, provided the topic is different.

213 FUNDAMENTALS OF COUNSELING 3 semester hours

Prerequisite: PSYC 100 or permission of the instructor

This course offers an orientation to counseling. The major focus will be on rapport building and developing interpersonal relationships, learning specific counseling strategies and techniques, and applying some theories to helping others. This course would be useful for students entering the helping fields.

233 ABNORMAL PSYCHOLOGY 3 semester hours

Prerequisite: PSYC 100 or permission of the instructor

This course covers the study of pathological behavior generally, with major emphasis on the nature, causes, prevention, and treatment of mental disorders.

193 234 DIAGNOSIS OF MENTAL DISORDERS 1 semester hour

Prerequisite or concurrent enrollment: PSYC 233

This course will provide an overview of the Diagnostic and Statistical Manual-IV-TR and will provide students opportunities to learn more about the major mental disorders and the criteria needed for diagnosing these disorders.

240 SOCIAL PSYCHOLOGY 3 semester hours

Prerequisite: PSYC 100 or permission of the instructor

This course covers the study of human behavior in a social setting. Interpersonal relations are considered in the light of principles of attitude formation, prejudice, group dynamics, leadership, etc.

260 COGNITIVE PSYCHOLOGY 3 semester hours

Prerequisite: PSYC 100 or permission of the instructor

This course examines the key issues associated with the scientific study of cognitive psychology including research methodology, neurology, perception, attention, memory, language, and problem solving.

270 NEUROPSYCHOLOGY 3 semester hours

Prerequisite: PSYC 100 or permission of the instructor

This course is about the relationship between physical processes and psychological phenomenon. Consciousness, sensation, perception, memory, and other mental activities will be explored from the perspective that neurological and chemical processes are the basis of all personal experience.

289 RESEARCH METHODS I: DESIGN AND ANALYSIS 4 semester hours

Prerequisite(s): PSYC 100 and MATH 123 or permission of the instructor

Recommended prerequisite: CSCI 150

This course is an introductory analysis of methods, techniques, and procedures used in behavioral science research. The material covers the basics of hypothesis testing and research design as well as the descriptive and inferential statistical procedures most relevant to research in psychology. Data entry and analysis using SPSS are also covered.

301 THE INSTITUTIONAL REVIEW BOARD 1 semester hour

Prerequisite: ENGL 106, 107, or 206 or permission of the instructor

This course examines the key issues associated with research ethics and the Institutional Review Board (IRB), including the proposal submission process at The University of Findlay.

309 HEALTH PSYCHOLOGY 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course focuses on the psychological factors that impact the health of children and adults. Students learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness. Students become aware of the experiences of treating patients in the hospital setting, factors that affect adherence to medical regimens, and sources of problems in patient/practitioner relationships. Individual behavioral change projects and group research are assigned to acquaint students with the methods needed to create healthier lifestyles.

310 STUDIES IN BEHAVIOR 2 to 4 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course covers topics from the mainstream of contemporary experimental psychology. Each specific topic is subtitled on the student's transcript. Examples of the subtitles are drugs, psychology of religious behavior, and psychology and the law. The course may be repeated, provided the topic is different.

312 STUDIES IN PERSONALITY 2 to 4 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course covers several topics typically associated with the human personality. Each specific topic is subtitled on the student's transcript. An example of a subtitle is tests and measurements. The course may be repeated, provided the topic is different.

314 READINGS IN PSYCHOLOGY 1 to 3 semester hour(s)

Prerequisites: ENGL 106, 107, or 206 and three courses in psychology and/or permission of the instructor

This course has no specific content area; rather its content is chosen by the student via his or her special interest. It may involve an individual or group approach. This is a repeatable course and is graded S/U.

315 ANIMAL BEHAVIOR 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course will provide the student with a general background of the field of animal behavior, including theoretical perspectives and applied examples. Study will cross the taxa, with special attention to domesticated species.

320 THEORIES OF PERSONALITY 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course offers an integrated approach to the structure, dynamics, and development of personality as viewed by the major theorists of the day. Research methodology is considered, as well as major determinants of personality development.

328 COMMUNITY- URBAN FIELD EXPERIENCES variable credit

Prerequisites: ENGL 106, 107, or 206, PSYC 100, approval of the Community-Urban Field Experiences director, minimum 2.75 GPA, and have earned a minimum of 30 semester hours at The University of Findlay

This course involves guided work-study field or service learning experiences outside the normal classroom setting. Up to 15 hours may be earned in one semester. Opportunities exist in the Findlay area or throughout the United States. This course will be graded S/U and may be repeated with a maximum of 15 semester hours applying toward a degree. Students will meet periodically as a group with the CUE director.

330 APPLIED SPORT PSYCHOLOGY 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course will introduce students to the field of applied sport psychology from the perspective of a coach. Application of sport psychology theories will be applied to the areas of leadership, motivation, decision making, group effectiveness and team-building, peak performance, arousal, imagery, and concentration. Prospective coaches, physical or occupational therapists, athletic trainers, and student-athletes could benefit from this course.

350 PSYCHOLINGUISTICS 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course examines the key issues associated with the scientific study of language and language development. Topics include the brain and language, sensation and perception, memory, development, and pragmatics.

355 PSYCHOLOGY AND LAW 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course examines the key issues associated with the scientific study of psychology and the law including the legal system, crime, jury behavior, the trial process, and civil court issues.

360 HISTORY OF PSYCHOLOGY 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206, PSYC 100, and junior standing or permission of the instructor

This course covers the history of human behavior from early interpretations by the Greeks and others to modern scientific psychology. The emergence of psychology as an independent discipline apart from the Natural Philosophy is highlighted.

365 EVOLUTIONARY PSYCHOLOGY 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206, PSYC 100, and junior standing or permission of the instructor

The course will examine the major tenets of Evolutionary Psychology and how the evolutionary perspective influences our perceptions of self. Of particular note will be the evaluation of the hypothesis that there is a mismatch between the evolved human brain and the pressures of modern society.

370 SENSATION AND PERCEPTION 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206, PSYC 100, and junior standing or permission of the instructor

This course focuses on the processes of sensation and perception and the laboratory studies associated with these processes. Sensation can be defined as the processes involved in converting physical energy into neural signals. Perception can be defined as the processes involved in creating internal experiences that correlate with the physical world around us

375 COGNITIVE DEVELOPMENT 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206, PSYC 100, and junior standing or permission of the instructor

This course examines the key issues associated with the scientific study of cognitive developmental psychology through the lifespan. Topics include neurological development, sensation and perception, consciousness, memory, language, creativity, and social cognition.

380 CHILD AND ADOLESCENT DEVELOPMENT 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This is an advanced course in the field of developmental psychology. Observational, survey, or interview research is utilized for experiential learning. Special attention will be given to how the science of development applies in context.

385 DEATH EDUCATION 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course provides an exploration of the scientific study of death, dying, and bereavement. In addition to a general discussion of cultural perspectives and issues of death and dying, the main focus of the course is an overview of how death and dying is scientifically examined over the life span.

389 RESEARCH METHODS II: EXPERIMENTATION 4 semester hours

Prerequisite(s): ENGL 106, 107, or 206 and PSYC 289 or permission of the instructor

The course is intended to advance the student's understanding of experimental research methods. The course covers basic and advanced principles of experimental design. The research process is highlighted from forming initial conceptions to publishing professional manuscripts.

428 SENIOR CAPSTONE SEMINAR 3 semester hours

Prerequisite(s): ENGL 106, 107, or 206, PSYC 100, PSYC 328, and major in psychology with senior standing or permission of the instructor

This capstone course offers students the opportunity to evaluate where they have been, where they are now, and where they want to be personally and professionally. Students will also select a semester-long project, research study, or extensive field experience that utilizes their skills and integrates their learning in psychology.

Assessment Process

It is important that both you and the psychology faculty assess from time to time the progress you are making while studying psychology at the University of Findlay. This offers you the opportunity to determine whether you are gaining the appropriate level of skill to be successful either in the world of work or in graduate school, should you want to pursue an advanced degree.

One simple way of knowing how you are doing is to look at your G.P.A. Your grades provide you with an objective measure of how well you are doing in individual classes. However, grades are not the only measurement of progress. The psychology department has built into your course of study several course experiences that will increase your personal and professional abilities:

1. CAREER PLANNING- a sequence of three courses to be taken during the four years of undergraduate study:
 - PSYC 128, Orientation to Psychology. This course is taken along with PSYC 100, General Psychology, and orients you to the psychology department and helps you begin thinking about how to best use your four years at the University of Findlay to prepare for what you wish to do after graduation.
 - PSYC 328, Mentored Field Experience. In the junior or senior year, you will apply the skills and knowledge you have gained in an out-of-class field setting. Students will volunteer their time in a local agency or organization and will have a mentor assigned to them to guide and direct their activities.
 - PSYC 428, Senior Capstone Seminar and Review. This capstone course offers you the opportunity to evaluate where you have been, where you are now, and where you want to be personally and professionally as you approach graduation. Students will select a semester long project, research study or extensive field experience, as well as

participate in classroom activities that demonstrate the various skills needed to be successful in the field

2. PORTFOLIO – This is optional for students. This is a personal collection of materials and learning experiences that serve as a professional portrait of abilities and skills gained while studying at the University of Findlay. Students may assemble the following materials or class projects/papers in a folder.

Portfolios shall include the following:

- PSYC 128 paper and project
- Supervisor and self-evaluation forms and paper from PSYC 328
- PSYC 289 (Research Methods I) and PSYC 389 (Research Methods II) projects
- Any independent research conducted
- Resume
 - Meetings and workshops attended
 - List of extracurricular activities
 - Leadership positions held on or off campus
 - List of work experiences (paid and volunteer)
- Transcript or summary of classes or grades
- GRE scores (if applicable)
- Writing samples from two or three psychology classes
- Final exam paper from English 106 or 107 or 206

In addition to the required information listed above, students may also include the following:

- Letters of recommendation
- One writing sample for each year of study at The University of Findlay from courses outside psychology
- Anything else that reflects the work and progress during your academic years

Information on how and when these portfolios will be established will be discussed during the PSYC 128 class in your freshman year.

Community Agencies in Hancock County that are possible sites for the Community and Urban Experience (PSYC 328)

BASIC LIVING NEEDS

CHOPIN Hall

Home Energy Assistance (H.E.A.P.)

Salvation Army

Woman-Infants-Children (WIC)

Hancock County Job and Family Services

COUNSELING

Family Resource Centers

Century Health

Harmony House (Open Arms)

First Step

Lutheran Social Services

Orchard Hill (BVRHC)

Women's Resource Center

ELDERLY SERVICES

Birchaven Retirement Village

Bureau of Concern

Elderly Nutrition Services

Fox Run Manor

Green Thumb

Hancock Co. Agency on Aging

Judson Palmer Home

Sunrise Assisted Living of Findlay

HEALTH-Cont.

Multiple Sclerosis Society

Planned Parenthood of NW Ohio

Positive Actions (AIDS Coalition)

HOUSING

City Mission

Findlay Hope House for the Homeless

Habitat for Humanity

Loudan Home (Unwed mothers)

Open Arms Domestic Violence and
Rape Crisis Services

OTHER

Hancock Juvenile/Adult Court
System

HR Department at UF and local
businesses

Humane Society and area
veterinarians

United Way of Hancock Co.
Volunteer Center

RECREATIONAL

Hancock County Park District
YMCA

HEALTH

**Alzheimer's Respite Care Society
American Cancer Society
American Diabetes Association
American Heart Association
American Red Cross**

**Arthritis Foundation
Bridge Home Health and Hospice
Cancer Patient Services
Cystic Fibrosis Foundation
Fostoria Home Health Care
Kidney Foundation
Life Dimensions
Lupus Foundation of America
Make-a-Wish Foundation**

SPECIAL NEEDS

**Betty Jane Speech/Language Services
Blanchard Valley Center and School
Bureau for Children with Medical
Handicaps
CASA
Citizens Opposing Drug/Alcohol
Abuse (CODA)
Community Partnership for Cancer
Substance Abuse Prevention
(S.A.B.A.H.)
Diversion Treatment Foster Care
(Adolescents)
Findlay City Schools Grads
Hancock County Society for the
Handicapped
Read-for-L.I.F.E.**

SPIRITUAL DEVELOPMENT

**Area Churches (146)
Youth for Christ**

VOCATIONAL

**Findlay City Schools Adult Basic Ed.
Ohio Bureau of Employment Services
Vocational Rehabilitation Service**

YOUTH DEVELOPMENT

**Boy Scouts
Campfire USA
Children's Mentoring Connection
Girl Scouts of Appleseed Ridge
FABSS (Findlay After and Before School Sessions)
Findlay and Hancock County Guidance Counselors and School Psychologists
Hancock County Child Day Care Center
Head Start
Ohio State University Extension (4-H, etc.)
Step-by-Step Early Childhood
Training Ohio's Parents for Success (TOPS)**

Job/Graduate School Information

Psychology majors have many opportunities to work in a variety of settings after they graduate. In addition, some students choose to go on to graduate school to pursue an advanced degree. The following section outlines information that will assist psychology majors who want to know more about using the psychology degree in the work world and/or learn more about the various graduate school options.

JOB OUTLOOK FOR THE FUTURE

Employment for psychologists is expected to grow through 2010. Employment in health-care is expected to grow the fastest. Job opportunities in schools, public and private social service agencies, and management consulting agencies will open up. Companies will look towards psychologists in survey design, analysis, and research to increase their sales.

Opportunities for people with doctoral degrees from leading universities with an applied emphasis should be available.

Graduates who hold a master's degree in psychology will be eligible for jobs in school and industrial-organizational psychology. Those with degrees in school psychology should have the best job prospects due to the expected increase in student counseling and mental health services. People who have a master's degree in psychology and have several years of business and industry experience may be able to hold jobs in consulting and marketing research. Others with master's degrees may work as psychological assistants or counselors under the direct guidance of licensed psychologists, in universities, government, or private companies dealing with data collection and research.

There will be few opportunities related to psychology existing for bachelor's degree holders. Some will be able to find employment as assistants in rehabilitation centers, or in other jobs involving data collection and analysis. Others who have met state certification requirements may become high school psychology teachers.

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company.

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Psychologists

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Significant Points

- About 34 percent of psychologists are self-employed, mainly as private practitioners and independent consultants.
- Employment growth will vary by specialty; for example, clinical, counseling, and school psychologists will have 11 percent growth; industrial-organizational psychologists, 26 percent growth; and 14 percent growth is expected for all other psychologists.
- Acceptance to graduate psychology programs is highly competitive.
- Job opportunities should be the best for those with a doctoral degree in a subfield, such as health; those with a master's degree will have good prospects in industrial-organization; bachelor's degree holders will have limited prospects.

Nature of the Work About this section

***Psychologists* study mental processes and human behavior by observing, interpreting, and recording how people and other animals relate to one another and the environment. To do this, psychologists often look for patterns that will help them understand and predict behavior using scientific methods, principles, or procedures to test their ideas. Through such research studies, psychologists have learned much that can help increase understanding between individuals, groups, organizations, institutions, nations, and cultures.**

Like other social scientists, psychologists formulate theories, or hypotheses, which are possible explanations for what they observe. But unlike other social science disciplines, psychologists often concentrate on individual behavior and, specifically, in the beliefs and feelings that influence a person's actions.

Research methods vary with the topic which they study, but by and large, the chief techniques used are observation, assessment, and experimentation. Psychologists sometimes gather information and evaluate behavior through controlled laboratory experiments, hypnosis, biofeedback, psychoanalysis, or psychotherapy, or by administering personality, performance, aptitude, or intelligence tests. Other methods include interviews, questionnaires, clinical studies, surveys, and observation—looking for cause-and-effect relationships between events and for broad patterns of behavior.

Research in psychology seeks to understand and explain thought, emotion, feelings, or behavior. The research findings of psychologists have greatly increased our understanding of why people and animals behave as they do. For example, psychologists have discovered how personality develops and how to promote healthy development. They have gained knowledge of how to diagnose and treat alcoholism and substance abuse, how to help people change bad habits and conduct, and how to help students learn. They

understand the conditions that can make workers more productive. Insights provided by psychologists can help people function better as individuals, friends, family members, and workers.

Psychologists may perform a variety of duties in a vast number of industries. For example, those working in health service fields may provide mental healthcare in hospitals, clinics, schools, or private settings. Psychologists employed in applied settings, such as business, industry, government, or nonprofit organizations, may provide training, conduct research, design organizational systems, and act as advocates for psychology.

Psychologists apply their knowledge to a wide range of endeavors, including health and human services, management, education, law, and sports. They usually specialize in one of many different areas.

Clinical psychologists—who constitute the largest specialty—are concerned with the assessment, diagnosis, treatment, and prevention of mental disorders. While some clinical psychologists specialize in treating severe psychological disorders, such as schizophrenia and depression, many others may help people deal with personal issues, such as divorce or the death of a loved one. Often times, clinical psychologists provide an opportunity to talk and think about things that are confusing or worrying, offering different ways of interpreting and understanding problems and situations. They are trained to use a variety of approaches aimed at helping individuals, and the strategies used are generally determined by the specialty they work in.

Clinical psychologists often interview patients and give diagnostic tests in their own private offices. They may provide individual, family, or group psychotherapy and may design and implement behavior modification programs. Some clinical psychologists work in hospitals where they collaborate with physicians and other specialists to develop and implement treatment and intervention programs that patients can understand and comply with. Other clinical psychologists work in universities and medical

schools, where they train graduate students in the delivery of mental health and behavioral medicine services. A few work in physical rehabilitation settings, treating patients with spinal cord injuries, chronic pain or illness, stroke, arthritis, or neurological conditions. Others may work in community mental health centers, crisis counseling services, or drug rehabilitation centers, offering evaluation, therapy, remediation, and consultation.

Areas of specialization within clinical psychology include health psychology, neuropsychology, geropsychology, and child psychology. *Health psychologists* study how biological, psychological, and social factors affect health and illness. They promote healthy living and disease prevention through counseling, and they focus on how patients adjust to illnesses and treatments and view their quality of life. *Neuropsychologists* study the relation between the brain and behavior. They often work in stroke and head injury programs. *Geropsychologists* deal with the special problems faced by the elderly. Work may include helping older persons cope with stresses that are common in late life, such as loss of loved ones, relocation, medical conditions, and increased care-giving demands. Clinical psychologists may further specialize in these fields by focusing their work in a number of niche areas including mental health, learning disabilities, emotional disturbances, or substance abuse. The emergence and growth of these, and other, specialties reflects the increasing participation of psychologists in direct services to special patient populations.

Often, clinical psychologists consult with other medical personnel regarding the best treatment for patients, especially treatment that includes medication. Clinical psychologists generally are not permitted to prescribe medication to treat patients; only psychiatrists and other medical doctors may prescribe most medications. (See the statement on [physicians and surgeons](#) elsewhere in the *Handbook*.) However, two States—Louisiana and New Mexico—currently allow appropriately trained clinical psychologists to prescribe medication with some limitations.

***Counseling psychologists* advise people on how to deal with problems of**

everyday living, including problems in the home, place of work, or community, to help improve their quality of life. They foster well-being by promoting good mental health and preventing mental, physical, and social disorders. They work in settings such as university or crisis counseling centers, hospitals, rehabilitation centers, and individual or group practices. (See also the statements on [counselors](#) and [social workers](#) elsewhere in the *Handbook*.)

School psychologists work with students in early childhood and elementary and secondary schools. They collaborate with teachers, parents, and school personnel to create safe, healthy, and supportive learning environments for all students. School psychologists address students' learning and behavioral problems, suggest improvements to classroom management strategies or parenting techniques, and evaluate students with disabilities and gifted and talented students to help determine the best way to educate them.

They improve teaching, learning, and socialization strategies based on their understanding of the psychology of learning environments. They also may evaluate the effectiveness of academic programs, prevention programs, behavior management procedures, and other services provided in the school setting.

Industrial-organizational psychologists apply psychological principles and research methods to the workplace in the interest of improving the quality of worklife. They also are involved in research on management and marketing problems. They screen, train, and counsel applicants for jobs, as well as perform organizational development and analysis. An industrial psychologist might work with management to reorganize the work setting in order to enhance productivity. Industrial psychologists frequently act as consultants, brought in by management to solve a particular problem.

Developmental psychologists study the physiological, cognitive, and social development that takes place throughout life. Some specialize in behavior during infancy, childhood, and adolescence, or changes that occur during

maturity or old age. Developmental psychologists also may study developmental disabilities and their effects. Increasingly, research is developing ways to help elderly people remain independent as long as possible.

Social psychologists examine people's interactions with others and with the social environment. They work in organizational consultation, marketing research, systems design, or other applied psychology fields. Many social psychologists specialize in a niche area, such as group behavior, leadership, attitudes, and perception.

Experimental or research psychologists work in university and private research centers and in business, nonprofit, and governmental organizations. They study the behavior of both human beings and animals, such as rats, monkeys, and pigeons. Prominent areas of study in experimental research include motivation, thought, attention, learning and memory, sensory and perceptual processes, effects of substance abuse, and genetic and neurological factors affecting behavior.

Forensic psychologists use psychological principles in the legal and criminal justice system to help judges, attorneys, and other legal professionals understand the psychological findings of a particular case. They are usually designated as an expert witness and typically specialize in one of three areas: family court, civil court, and criminal court. Forensic psychologists who work in family court may offer psychotherapy services, perform child custody evaluations, or investigate reports of child abuse. Those working in civil courts may assess competency, provide second opinions, and provide psychotherapy to crime victims. Criminal court forensic psychologists often conduct evaluations of mental competency, work with child witnesses, and provide assessment of juvenile or adult offenders.

Work environment. Psychologists' work environments vary by subfield and place of employment. For example, clinical, school, and counseling psychologists in private practice frequently have their own offices and set

their own hours. However, they usually offer evening and weekend hours to accommodate their clients. Those employed in hospitals, nursing homes, and other healthcare facilities may work shifts that include evenings and weekends, and those who work in schools and clinics generally work regular daytime hours. Most psychologists in government and industry have structured schedules.

Psychologists employed as faculty by colleges and universities divide their time between teaching and research and also may have administrative responsibilities; many have part-time consulting practices.

Increasingly, a good number of psychologists work as part of a team, consulting with other psychologists and medical professionals. Many experience pressures because of deadlines, tight schedules, and overtime.



Psychologists who deal directly with patients must be emotionally stable, mature, sensitive, and have strong communication skills.

Training, Other Qualifications, and Advancement

About this section 

A master's or doctoral degree, and a license, are required for most psychologists.

Education and training. A doctoral degree usually is required for independent practice as a psychologist. Psychologists with a Ph.D. or Doctor of Psychology (Psy.D.) qualify for a wide range of teaching, research, clinical, and counseling positions in universities, healthcare services, elementary and secondary schools, private industry, and government. Psychologists with a doctoral degree often work in clinical positions or in private practices, but they also sometimes teach, conduct research, or carry out administrative responsibilities.

A doctoral degree generally requires about 5 years of full-time graduate study, culminating in a dissertation based on original research. Courses in quantitative experimental methods and research design, which include the use of computer-based analysis, are an integral part of graduate study and are necessary to complete the dissertation. The Psy.D. degree may be based on practical work and examinations rather than a dissertation. In clinical, counseling, and school psychology, the requirements for the doctoral degree usually include an additional year of post-doctoral supervised experience.

A specialist degree or its equivalent is required in most States for an individual to work as a school psychologist, although some States credential school psychologists with master's degrees. A specialist (Ed.S.) degree in school psychology requires a minimum of 2 years of full-time graduate study (at least 60 graduate semester hours) and a 1-year full-time internship during the third year. Because their professional practice addresses educational and mental health components of students' development, school psychologists' training includes coursework in both education and psychology.

People with a master's degree in psychology may work as industrial-

organizational psychologists. They also may work as psychological assistants conducting research under the direct supervision of doctoral-level psychologists. A master's degree in psychology requires at least 2 years of full-time graduate study. Requirements usually include practical experience in an applied setting and a master's thesis based on an original research project.

Competition for admission to graduate psychology programs is keen. Some universities require applicants to have an undergraduate major in psychology. Others prefer only coursework in basic psychology with additional courses in the biological, physical, and social sciences, and in statistics and mathematics.

A bachelor's degree in psychology qualifies a person to assist psychologists and other professionals in community mental health centers, vocational rehabilitation offices, and correctional programs. Bachelor's degree holders may also work as administrative assistants for psychologists. Many, however, find employment in other areas, such as sales, service, or business management.

In the Federal Government, candidates must have a bachelor's degree with a minimum of 24 semester hours in psychology, or a combination of education and experience to qualify for entry-level positions. However, competition for these jobs is keen because this is one of the few ways in which one can work as a psychologist without an advanced degree.

The American Psychological Association (APA) presently accredits doctoral training programs in clinical, counseling, and school psychology, as well as institutions that provide internships for doctoral students in school, clinical, and counseling psychology. The National Association of School Psychologists, with the assistance of the National Council for Accreditation of Teacher Education, helps to approve advanced degree programs in school psychology.

Clinical psychologists in Louisiana and New Mexico who prescribe medication are required to complete a post-doctoral master's degree in clinical psychopharmacology and pass a National exam approved by the State Board of Examiners of psychologists.

***Licensure.* Psychologists in a solo or group practice or those who offer any type of patient care—including clinical, counseling, and school psychologists—must meet certification or licensing requirements in all States and the District of Columbia. Licensing laws vary by State and by type of position and require licensed or certified psychologists to limit their practice to areas in which they have developed professional competence through training and experience. Clinical and counseling psychologists usually need a doctorate in psychology, an approved internship, and 1 to 2 years of professional experience. In addition, all States require that applicants pass an examination. Most State licensing boards administer a standardized test, and many supplement that with additional oral or essay questions. Some States require continuing education for renewal of the license.**

The National Association of School Psychologists (NASP) awards the Nationally Certified School Psychologist (NCSP) designation, which recognizes professional competency in school psychology at a national, rather than State, level. Currently, 31 States recognize the NCSP and allow those with the certification to transfer credentials from one State to another without taking a new certification exam. In States that recognize the NCSP, the requirements for certification or licensure and those for the NCSP often are the same or similar. Requirements for the NCSP include the completion of 60 graduate semester hours in school psychology; a 1,200-hour internship, 600 hours of which must be completed in a school setting; and a passing score on the National School Psychology Examination.

***Other qualifications.* Aspiring psychologists who are interested in direct patient care must be emotionally stable, mature, and able to deal effectively with people. Sensitivity, compassion, good communication skills, and the**

ability to lead and inspire others are particularly important qualities for people wishing to do clinical work and counseling. Research psychologists should be capable of detailed work both independently and as part of a team. Patience and perseverance are vital qualities, because achieving results in the psychological treatment of patients or in research may take a long time.

Certification and advancement. The American Board of Professional Psychology (ABPP) recognizes professional achievement by awarding specialty certification in 13 different areas, such as psychoanalysis, rehabilitation, forensic, group, school, clinical health, and couple and family. To obtain board certification in a specialty, candidates must meet general criteria which consist of having a doctorate in psychology, as well as State licensure. Each candidate must then meet additional criteria of the specialty field, which is usually a combination of postdoctoral training in their specialty, several years of experience, and professional endorsements, as determined by the ABPP. Applicants are then required to pass the specialty board examination.

Psychologists can improve their advancement opportunities by earning an advanced degree and by participation in continuing education. Many psychologists opt to start their own private practice after gaining experience working in the field.

Employment About this section

Psychologists held about 170,200 jobs in 2008. Educational institutions employed about 29 percent of psychologists in positions other than teaching, such as counseling, testing, research, and administration. About 21 percent were employed in healthcare, primarily in offices of mental health practitioners, hospitals, physicians' offices, and outpatient mental health and substance abuse centers. Government agencies at the State and local levels employed psychologists in correctional facilities, law enforcement, and other settings.

After several years of experience, some psychologists—usually those with doctoral degrees—enter private practice or set up private research or consulting firms. About 34 percent of psychologists were self-employed in 2008—mainly as private practitioners.

In addition to the previously mentioned jobs, many psychologists held faculty positions at colleges and universities and as high school psychology teachers. (See the statements on [teachers—postsecondary](#) and [teachers—kindergarten, elementary, middle, and secondary](#) elsewhere in the *Handbook*.)

Job Outlook About this section

Employment of psychologists is expected to grow **as fast as average**. Job prospects should be the best for people who have a doctoral degree from a leading university in an applied specialty, such as counseling or health, and those with a specialist or doctoral degree in school psychology. Master's degree holders in fields other than industrial-organizational psychology will face **keen competition**. Opportunities will be limited for bachelor's degree holders.

Employment change. Employment of psychologists is expected to grow 12 percent from 2008 to 2018, about as fast as the average for all occupations. Employment will grow because of increased demand for psychological services in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies.

Demand for school psychologists will be driven by a growing awareness of how students' mental health and behavioral problems, such as bullying, affect learning. School psychologists will also be needed for general student counseling on a variety of other issues, including working with students with disabilities or with special needs, tackling drug abuse, and consulting and managing personal crisis.

Spurring demand for clinical psychologists will continue to be the rising

healthcare costs associated with unhealthy lifestyles, such as smoking, alcoholism, and obesity, which have made prevention and treatment more critical. An increase in the number of employee assistance programs, which help workers deal with personal problems, also should lead to employment growth for clinical and counseling specialties. More clinical and counseling psychologists will be needed to help people deal with depression and other mental disorders, marriage and family problems, job stress, and addiction. The growing number of elderly will increase the demand for psychologists trained in geropsychology to help people deal with the mental and physical changes that occur as individuals grow older. There also will be increased need for psychologists to work with returning veterans.

Industrial-organizational psychologists also will be in demand to help to boost worker productivity and retention rates in a wide range of businesses. Industrial-organizational psychologists will help companies deal with issues such as workplace diversity and antidiscrimination policies. Companies also will use psychologists' expertise in survey design, analysis, and research to develop tools for marketing evaluation and statistical analysis.

Job prospects. Job prospects should be best for people who have a doctoral degree from a leading university in an applied specialty, such as counseling or health, and those with a specialist or doctoral degree in school psychology. Psychologists with extensive training in quantitative research methods and computer science may have a competitive edge over applicants without such background.

Master's degree holders in fields other than industrial-organizational psychology will face keen competition for jobs because of the limited number of positions that require only a master's degree. Master's degree holders may find jobs as psychological assistants or counselors, providing mental health services under the direct supervision of a licensed psychologist. Still, others may find jobs involving research and data collection and analysis in universities, government, or private companies.

Opportunities directly related to psychology will be limited for bachelor's degree holders. Some may find jobs as assistants in rehabilitation centers or in other jobs involving data collection and analysis. Those who meet State certification requirements may become high school psychology teachers.

Projections Data [About this section](#)

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics	
				Number	Percent		
Psychologists	19-3030	170,200	190,000	19,700	12	[PDF]	[XLS]
Clinical, counseling, and school psychologists	19-3031	152,000	168,800	16,800	11	[PDF]	[XLS]
Industrial-organizational psychologists	19-3032	2,300	2,900	600	26	[PDF]	[XLS]
Psychologists, all other	19-3039	15,900	18,300	2,300	14	[PDF]	[XLS]

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on [Occupational Information Included in the Handbook](#).

Earnings [About this section](#)

Median annual wages of wage and salary clinical, counseling, and school psychologists were \$64,140 in May 2008. The middle 50 percent earned between \$48,700 and \$82,800. The lowest 10 percent earned less than \$37,900, and the highest 10 percent earned more than \$106,840. Median annual wages in the industries employing the largest numbers of clinical, counseling, and school psychologists were:

Offices of other health practitioners	\$68,400
Elementary and secondary schools	65,710
State government	63,710
Outpatient care centers	59,130
Individual and family services	57,440

Median annual wages of wage and salary industrial-organizational

psychologists were \$77,010 in May 2008. The middle 50 percent earned between \$54,100 and \$115,720. The lowest 10 percent earned less than \$38,690, and the highest 10 percent earned more than \$149,120.

In 2008, about 31 percent of all psychologists were members of a union.

For the latest wage information:

The above wage data are from the [Occupational Employment Statistics](#) (OES) survey program, unless otherwise noted. For the latest National, State, and local earnings data, visit the following pages:

- [clinical, counseling, and school psychologists](#)
- [industrial-organizational psychologists](#)
- [psychologists, all other](#)

Related Occupations About this section

Psychologists work with people, developing relationships and comforting them. Other occupations with similar duties include:

[Clergy](#)

[Counselors](#)

[Funeral directors](#)

[Human resources, training, and labor relations managers and specialists](#)

[Market and survey researchers](#)

[Recreation workers](#)

[Social workers](#)

[Sociologists and political scientists](#)

[Teachers—special education](#)

Psychologists also sometimes diagnose and treat problems and help

patients recover. These duties are similar to those for:

[Audiologists](#)

[Dentists](#)

[Optometrists](#)

[Physicians and surgeons](#)

[Radiation therapists](#)

[Speech-language pathologists](#)

Sources of Additional Information About this section

Disclaimer:

Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

For information on careers, educational requirements, financial assistance, and licensing in all fields of psychology, contact:

- **American Psychological Association, Center for Psychology Workforce Analysis and Research and Education Directorate, 750 First St. NE., Washington, DC 20002. Internet: <http://www.apa.org/students>**
For information on careers, educational requirements, certification, and licensing of school psychologists, contact:
- **National Association of School Psychologists, 4340 East West Hwy., Suite 402, Bethesda, MD 20814. Internet: <http://www.nasponline.org>**
Information about State licensing requirements is available from:
- **Association of State and Provincial Psychology Boards, P.O. Box 241245, Montgomery, AL 36124. Internet: <http://www.asppb.org>**
Information about psychology specialty certifications is available from:

- American Board of Professional Psychology, 600 Market St., Suite 300, Chapel Hill, NC 27516. Internet: <http://www.abpp.org>

O*NET-SOC Code Coverage [About this section](#)

Get more information from O*NET—the Occupational Information Network: O*NET provides comprehensive information on key characteristics of workers and occupations. For information on a specific occupation, select the appropriate link below. For more information on O*NET, visit their [homepage](#).

[Clinical Psychologists \(19-3031.02\)](#)

[Clinical, Counseling, and School Psychologists \(19-3031.00\)](#)

[Counseling Psychologists \(19-3031.03\)](#)

[Industrial-Organizational Psychologists \(19-3032.00\)](#)

[Neuropsychologists and Clinical Neuropsychologists \(19-3039.01\)](#)

[Psychologists, All Other \(19-3039.00\)](#)

[School Psychologists \(19-3031.01\)](#)

Suggested citation: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, Psychologists, on the Internet at <http://www.bls.gov/oco/ocos056.htm> (visited September 26, 2011).

Last Modified Date: December 17, 2009

AN OVERVIEW OF PSYCHOLOGY AND PSYCHOLOGISTS

Psychology is “the scientific study of behavior and mental processes,” and its four goals are: to describe, understand, predict, and change behavior and mental processes. Psychology is not only a science, but it is an academic discipline and a profession (Appleby). Psychology is considered a young science – about 125 years old (1. (2003)).

Psychologists formulate hypotheses and collect data to test their validity. Their research methods vary depending on the topic that they study. They may sometimes gather information through controlled laboratory experiments by different analyses. They often experience pressures due to deadlines, tight schedules, and overtime work. It is hard to keep a daily routine because it gets interrupted frequently, and psychologists may need to travel often for conferences or in order to conduct research (Appleby). However, most psychologists report that they enjoy their work (1. (2003)).

In 2000, psychologists held around 182,000 jobs. Out of ten psychologists, approximately four are employed in educational institutions and held positions such as counseling, testing, research, and administration; three are employed in health services such as hospitals, rehabilitation centers, and nursing homes; and one will be employed by governmental agencies at the Federal, State, and local levels in hospitals, clinics, or correctional settings (Appleby).

Training and Other Qualifications

People with master’s degrees work in group counseling practices, clinics, programs for specific populations, and employee assistance programs. The majority of states do now allow people with a master’s degree to have their own private practice (Graduate School...).

Doctoral degrees are usually required for employment as a licensed clinical or counseling psychologist. A Ph.D. opens up many opportunities in teaching, research, and counseling positions. Psychologists with a Psy.D. (a Doctor of Psychology degree) work in clinical positions or private practices most often. To work as a school psychologist, an Ed.S. (Education Specialist degree) will qualify them to work as one. People with a master’s degree can work as industrial-organizational psychologists, or psychological assistants under the guidance of doctoral-level psychologists. A bachelor’s

degree in psychology may qualify someone to assist psychologists, work as administrative assistants, become sales/management trainees in business. These are only some of the job opportunities open to people with different degrees.

Clinical psychologists usually have completed their Ph.D. or Psy.D. requirements and have served an internship. Vocational and guidance counselors need two years of graduate study in counseling and one year of counseling experience typically. School psychologists require a master's degree followed by a 1-year internship.

In the federal government, those completing at least 24 hours in psychology and one class in statistics may qualify for entry-level positions. There is a lot of competition in this area because it is one that does not require an advanced degree (Appleby).

The highest paid and greatest range of jobs in psychology are open to doctoral graduates. As the number of doctoral graduates has been increasing over the years, so have the job opportunities for them. The greatest expansion for doctoral psychologists has been in the subfields of clinical, counseling, school, health, industrial, and educational psychology. On the other side, unemployment and underemployment rates are slightly under the average for other scientists (2. (2003)).

Doctoral degrees require 5-7 years of graduate study normally. The Ph.D. degree is a dissertation based on original research; the Psy.D. is based on practical work and examination. For clinical and counseling psychology, the requirements for a doctoral degree may include at least a one-year internship.

A master's degree in psychology requires at least two years of graduate study and includes practical experience in an applied setting and a master's thesis based on an original research project. There is much competition for admission of graduate programs (Appleby). They can be employed in independent practice, in colleges and universities, business, government, nonprofit organizations, education/schools, or in human services (Landrum).

Those psychologists in independent practice or who offer patient care need to meet licensing requirements in all states and the District of Columbia. They will need to pass an examination given by the states (Appleby).

Some students go as far as receiving their bachelor's degree in psychology and then stop. They may find work in rehabilitation centers, and if they meet state certification requirements, they might teach a psychology class in high school. Receiving a bachelor's degree in psychology serves as a preparation for other professions. Those with this degree often have good research and writing skills, are good at problem solving, and have a high level of thinking (2. (2003)).

In order to have your own private practice, you must be licensed by the state. It is required by most states to have two years of supervised experience after you get your Ph.D., Psy.D., or Ed.D., and you have to pass a national exam and present a case study to a board of psychologists. A person is not able to advertise themselves as a "psychologist" until they are licensed. This license enables you to receive payment from your clients' insurance companies (Graduate School...).

Earnings

In 2008, median annual wages were \$64,140 for clinical, counseling, and school psychologists.

They were \$77,010 for industrial-organizational psychologists.

Median annual earnings in industries with largest number of psychologists employed in 2008 are:

State Government	\$63,710
Elementary and secondary schools	\$65,710
Offices and other health practitioners	\$68,400
Offices and clinics of medical doctors	\$59,130
Individual and family services	\$57,440

Starting salary for those with bachelor's degree ranged from \$24,000-\$35,000 in 2005.

Psychologists with a master's degree and one year ranged from \$40,000-\$60,000.

Psychologists with a doctoral degree and one year of internship ranged from \$50,000-70,000.

The average annual salary in 2001 for psychologists in the federal government was \$72,830 (Appleby)!

Appleby, D. (2009). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company.

Bureau of labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-2011 Edition, Psychologists, on the Internet at <http://www.bls.gov/oco/ocos056.htm>

Graduate School and Careers in Psychology. Graduate School and Careers in Psychology. Retrieved March 4, 2003 from the World Wide Web: <http://www.rider.edu/users/suler/gradschl.html>

Landrum, E., & Davis, S., & Landrum, T.A. (2010). The Psychology Major. New Jersey: Prentice Hall.

1. (2003). Psychology: Scientific Problem Solvers – Careers for the 21st Century. What Psychology Is. Retrieved March 4, 2003 from the World Wide Web: <http://www.apa.org/students/brochure/is.html>

Careers with a B.A. in Psychology

Considerations and Examples

This section explores career opportunities and alternatives to graduate school for students with a B.A. in psychology.

A common lament of undergraduate psychology majors is that a B.A. degree in psychology is fairly useless. To qualify for a position with the title “psychologist,” graduate training is needed. However, for the B.A. graduate, several career options are available involving or requiring a background in psychology. Some options require a general liberal arts college degree; others allow more utilization of the specific knowledge gained as a psychology major.

Employment of Psychology Majors

Reports from the directors of career services offices at the University of Minnesota state that the significance of previous experience cannot be stressed enough. Volunteering, internships, or part-time paid experiences may provide useful training and job skills for later full-time employment in addition to demonstrating a level of competence to future employers. Supervision on the job by a professional may lead to recommendations for other jobs. If the position is directly related to a full-time paid position, the employer has evidence of interest and commitment to that line of work. Even if past work experience is not directly related to a career, it demonstrates that the job applicant has a realistic notion of the responsibilities and demands of a job.

Representatives of Minnesota Manpower Services, a temporary agency and the largest employer in the country, recommend that any job be obtained in the agency or setting preferred, even if the specific position desired is not available, since there is the possibility of moving into the position initially sought. Working in the preferred setting aids in learning the system, problems and procedures of the agency or business, while allowing the employer to become familiar with the worker and his or her abilities. If an opening for a preferred position occurs, an employee with the agency who has the needed qualifications often has an advantage over other applicants because of this familiarity. In general, it is strongly recommended that both academic and nonacademic opportunities be sought in order to gain experience.

Organizations tend to view students with a liberal arts B.A. degree as generalists and not specialists. A liberal arts background provides key skills including: research, critical and analytical thinking, and creativity. Robert Reich, Secretary of Labor, purports that these are some of the necessary skills to find work in the 21st century. Employers desire workers with an ability to be flexible, adapt to change, and who are open to feedback. The ability to convey one’s assets to a prospective employer will enhance the opportunities for finding satisfying work.

Finding Careers with a B.A. in Psychology

1. Elective courses that may make the student employable at the B. A. level

Faculty and personnel working with career services coordinators suggest combinations of psychology course work with other courses that lead more directly to employment at the bachelor's degree level. Recommendations include two or more courses in at least one of the following areas: economics, business administration, personnel administration, marketing, consumer education, journalism, speech, communications, English composition (for editing, technical writing), biological and ecological sciences, math/statistics, computer science, sociology, and social work. Opportunities for course work in music, art, and recreation pertinent to therapeutic uses of these disciplines were also seen as very valuable.

Additionally, either within psychology or as available in other departments, students should consider courses which prepare them to use psychological tests, interview techniques, or research design. In some schools such courses are more frequently available for undergraduates in colleges of education than in psychology departments.

Even more important may be independent study, research, or field work as part of the undergraduate curriculum. Field placements and research assignments often lead directly to job opportunities in similar settings after graduation. Additionally, in such activities a professor or professional psychologist may act as a referral to a potential employer.

2. Possible employment settings

Students often think only of psychiatric hospitals as places for employment for those interested in work related to psychology. Those with bachelor's degrees may work in support positions, assisting professionals in hospitals, rehabilitation centers, correctional institutes, and other settings. They may also work in business, nonprofit, and government settings in positions which make use of, but are not directly related to, their psychology background. Listed below are many types of jobs and settings in which persons with bachelor's degrees have found interesting and challenging positions utilizing their knowledge of psychology:

- Community Relations Officer: works either for business or government in promoting good relations with the local community.
- Affirmative Action Officer: works for recruitment and equal opportunities for minorities; employed by business, industries, schools, and government.
- Recreation Worker: plans and supervises community recreation facilities. (Increasing number of opportunities available for therapeutic recreation workers, often requiring course work in therapeutic recreation.)
- Urban Planning Officer: deals with city planning, renewal.
- Personnel Administrator: works with employee relations, selection, promotions, etc.
- Advertising Copywriter: researches audience and media, writes text advertisements.
- Media Buyer: researches product and audiences to select most effective media for advertising.
- Health Educator: gives public information about health and disease.

- Vocational Rehabilitation Counselor: counsels persons with handicaps and illnesses in preparation for new vocations (some states require an M.A. degree for this position).
- Psychiatric Assistant: administers routine tests, helps with patients under supervision of psychiatrist.
- Director of Volunteer Services: responsible for volunteer-recruits, supervises, trains, and evaluates volunteers.
- Public Statistician: collects and interprets data on health and disease and community relations.
- Probation and Parole Officer: persons with psychology backgrounds are often preferred for such positions, especially with adolescent parolees.
- Newspaper Reporter: social science, psychological interest area.
- Technical Writer: researches and writes material dealing with social science and psychological knowledge for magazines, newspapers, and journals.
- Opinion Survey Researcher: administers opinion polls and interprets results.
- Sales Representative: major publishers of psychological books often seek out undergraduates with psychology majors for these positions on college campuses.
- Daycare Center Supervisor: supervises and coordinates activities of preschool children with working parents.
- Research Assistant: assists in the collection and analysis of data for major investigations. Positions usually available only in large hospitals, businesses, and government.
- Laboratory Assistant: psychology background preferred for students working with animal behavior research, especially primate laboratories.
- Scientific Instrument Salesperson: opportunities in sales and development for companies specializing in psychology apparatus.
- Psychological Assistant: participates in research by assisting in data analysis and reporting; assists in assessment and treatment of patients.
- Camp Supervisor: works as live-in camp supervisor for children's residential treatment center.
- Youth Leader or Executive: provides leadership and administers programs for organizations such as 4-H and boy scouts.
- Volunteer Services Coordinator: develops and supervises volunteer-service programs in welfare agencies or organizations.
- Drug Abuse Counselor: provides treatment and rehabilitation assistance for patients in an alcoholism treatment ward.
- Psychometrist: administers test batteries to clients to assess such things as extent and loci of brain damage, personality characteristics, and intelligence.
- Personnel Management: works in business in areas such as labor relations, organization development, training, employment, compensation or personnel research
- Child Care Worker: works with behaviorally disturbed and emotionally troubled children and adolescents.
- Residential Direct-Care Instructor: works in a residential facility providing therapeutic services for developmentally disabled adults.
- Academic Counselor: implements programs to enhance motivation, academic planning, and academic enrichment among students.

Some additional positions and options available include:

Account Executive

Legislative Aid

Administrative Assistant	Loan Officer
Advertising Manager Trainee	Management Trainee
Advocate	Market Research Analyst
Behavior Analyst	Marketing Assistant
Benefits Manager	Mental Health Worker
Buyer Trainee	Neighborhood Service Agent
Caseworker	Performance Appraisal Specialist
Child Development Technician	Personnel Generalist
Civil Rights Specialist	Personnel Research Assistant
Claims Investigator	Police Officer
Community Organization Worker	Professional Salesperson
Consumer Counselor	Project Coordinator
Copywriter	Public Administrator
Corrections Agent	Public Assistance Worker
Customer Service Representative	Public Relations Specialist
Demographer	Recruiter
Disability Examiner	Rehabilitation Specialist
Disaster Relief Coordinator	Researcher
Editor	Sales Representative
Employment Counselor	School Aide
Employment Interviewer	Social Worker
Financial Planner	Statistician
Group Home Worker	Stockbroker
Insurance Underwriter	Teacher
Labor Relations Specialist	Transportation Manager Trainee
Law Enforcement	Vocational Counselor

There are numerous kinds of “counselor roles that are available to many students with a bachelor’s degree in a variety of social work and mental health agencies which are not listed above, particularly in the inner city and rural areas. Information about such opportunities can be obtained through local community service agencies, e.g., half-way programs for alcohol or drug abusers, former prisoners, former psychiatric hospital patients, and former institutionalized mentally handicapped persons. Many of these programs provide live-in possibilities; while they frequently do not have much of a future as a career, for a beginning post-bachelor’s position they can be quite challenging.

3. Hiring Institutions

These institutions are likely places for holders of undergraduate degrees in psychology to find positions:

Adoption & Child Care Agencies	Magazines, Newspapers
Advertising Depts. & Agencies	Management Consulting Firms
Air, Bus, and Rail Lines	Market Research Depts. & Firms
Churches and Religious Organizations	Mental Health Associations
Colleges and Schools	Orphanages
Community Organizations	Personnel Departments
Correctional Institutions	Professional/Technical Journals
Court System	Public Opinion Research Companies
Department Store	Public Relations Firms

Educational Institutions
 Educational Periodicals
 Government Agencies
 Hospitals

Publishing Companies
 Research Institutes
 Social Service Agencies
 Test Development Corporations

Entry Level Positions Obtained by Psychology Majors

Business Area		
(A minor in business would be helpful)		
advertising trainee	insurance agent	personnel worker/administrator
administrative assistant	job analyst	public information officer
advertising agent	loan officer	public relations
airline reservations clerk	management trainee	sales representative
claims specialist	marketing representative	small business owner
customer relations	marketing researcher	store manager
employee counselor	media buyer	staff training and development
employment counselor	occupational analyst	warehouse manager

Mental Health/Social Services Area		
(A minor in family and child studies, justice studies, health and aging studies, or sociology would be helpful)		
behavior analyst	director of volunteer services	probation/parole officer
case worker	drug/substance abuse counselor	program manager
child protection worker	employment counselor	rehabilitation advisor
corrections officer	family service worker	residential youth counselor
counselor aide	group home coordinator	social service director
day care center supervisor	mental retardation unit manager	veterans' advisor

Other Positions		
(Various other minors may be helpful when combined with psychology in these fields)		
affirmative action officer	community relations officer	hospital patient service representative
child care worker	congressional aide	newspaper reporter
college admissions counselor	director of alumni relations (college)	park and recreation director

college admissions recruiter	director of fund raising (college)	statistical assistant
community recreation worker	fast food restaurant manager	technical writer

<http://www.psywww.com/careers/entry.htm>

JOB TITLES DIRECTLY RELATED TO PSYCHOLOGY

*This is a list of job titles and job descriptions for entry-level positions that graduates with a B.A. or B.S. in Psychology might be hired.

Academic advisor	Director of volunteer services	Public information specialist
Alcohol/drug abuse counselor	Eligibility worker	Public relations specialist
Behavior analyst	Employment counselor	Publications researcher
Career counselor	Family services worker	Radio/TV research assistant
Career planning and placement	Gerontology aide	Rehabilitation advisor
Counselor	Group home coordinator	Residential counselor
Case management aide	Housing/student life coordinator	Residential youth counselor
Case worker	Life skill counselor	Secondary school teacher
Child care worker	Mental health technician	Social service assistant
Child protection worker	Mental retardation unit manager	Social services director
community	Parole officer	Social work assistant
Outreach worker	Political campaign worker	Urban planning research assistant
Community support worker	Probation worker	Veteran's advisor
Corrections officer	Program manager	
Counselor aide	Public affairs coordinator	
Day care center supervisor		

JOB TITLES NOT SO DIRECTLY RELATED TO PSYCHOLOGY, BUT APPROPRIATE FOR BACHELOR'S – LEVEL PSYCHOLOGY GRADUATES

Administrative assistant	College admissions officer	Customer service representative
Advertising agent	Community recreation worker	Director of alumni relations
Advertising trainee	Community relations officer	Director of fundraising
Affirmative action representative	Congressional aide	Employee counselor
Airline reservations clerk	Customer relations	Employee relations assistant
Claims specialist		Energy researcher

Fast food restaurant manager
Film researcher/copywriter
Financial researchers
Historical research assistant
Hospital patient service representative
Human resources recruiter
Insurance agent
Intelligence officer
Job analyst
Law enforcement officer
Loan officer
Lobbying organizer
Management trainee

Marketing representative
Marketing researcher
Media buyer
Newspaper reporter
Occupational analyst
Park and recreation director
Personnel worker/administrator
Public information officer
Public relations
Sales representative
Small business owner
Staff training and development
Statistical assistant
Store manager

Technical writer
Vocational rehabilitation counselor
Warehouse manager

*This list is not exhaustive. Our purpose in offering it is to stimulate thought and prompt investigation. Perhaps you will think that a certain item belongs under a different heading, or that another item should be dropped, or that still others might be added. Ask yourself why. In asking, you will be doing the kind of thinking about university studies and career prospects that the list is intended to encourage. We invite you to use it that way – as a tool for exploring and making decisions that can only be your own.

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology
Major. New Jersey: Prentice Hall.

WHAT CAN I DO WITH A BACHELOR'S DEGREE IN PSYCHOLOGY?

HUMAN SERVICES AREA (counseling, advocacy, human and health services)_Employers:

- Federal Government Departments of Health and Human Services, Veterans Administration, and Justice
- State Government Departments of Human Services, and Mental Health
- Psychiatric hospitals, community mental health centers, facilities for the mentally retarded, and probation/parole departments
- Local Government
- Nonprofit Organizations (United Way, Goodwill Industries, Boys and Girls Clubs, and YWCA/YMCA)

Strategies:

- Obtain essential practical experience such as residence hall advisor or camp counselor
- Enroll in an internship
- Perform volunteer services such as Special Olympics, Big Brother/Sister, or crisis hotline
- Learn foreign language for multi-cultural clients
- Become familiar with government hiring procedures
- Be willing to relocate
- Be prepared to obtain a master's degree for more substantive counseling work

ADMINISTRATION AREA

Employers:

- Federal, state, and local governments
- National headquarters and local branches of nonprofit organizations

Strategies:

- Consider a business double major or minor
- Gain experience in counseling, advocacy, or administration
- Need master's degree in health-care administration for advancement

COMMUNITY RELATIONS AREA

Employers:

- Federal, state, or local government
- Local branches of national nonprofit organizations

Strategies

- Gain experience and knowledge in counseling, advocacy, administration, community problems, and government resources

PROGRAM DEVELOPMENT AREA

Employers:

- Federal, state, or local government
- Headquarters and branches of nonprofit organizations

Strategies:

- Gain experience in counseling, advocacy, or administration
- Obtain graduate degree for advancement

RESEARCH AREA

Employers:

- Federal government, especially Dept. of Health & Human Services and National Institute of Education
- National headquarters of nonprofit organizations

Strategies:

- Develop strong quantitative, statistical, and research skills
- Obtain graduate degree for advancement
- Perform a research project with a faculty member

PUBLIC RELATIONS AREA (research, fundraising, programming, writing/editing, special events, media placement, public speaking)

Employers:

- Public relations and advertising firms
- Companies with in-house public relations department
- Trade associations
- Federal, state, and local government
- Colleges and universities
- Nonprofit organizations

Strategies:

- Develop strong writing and speaking skills
- Obtain experiences with the campus newspaper, TV, radio, Admissions Office, or Student Activities Office
- Serve as a fund raiser or political canvasser
- Find internship through Public Relations Society of America

ADVERTISING AREA (creative, media, account services, or research)

Employers:

- Advertising agencies
- Companies with in-house advertising agencies or departments

Strategies:

- Obtain experience with campus TV, radio, or newspaper
- Work with a student-run business
- Find an internship with a market research firm or a member of the American Advertising Federation
- Develop a portfolio for a creative position
- Business minor or double major for Account Services jobs

MARKET RESEARCH AREA

Employers:

- Market research firms
- Market research departments of consumer goods and manufacturing firms

Strategies:

- Develop strong math/statistic skills
- Become involved in the American Marketing Association
- Obtain a part-time or summer job with a market research firm

TEACHING AREA

Employers:

- Public and private schools

Strategies:

- Obtain a public school teaching certificate
- Seek guidance from your Education Department

- Volunteer as a tutor

RETAIL AND SALES AREA

Employers:

- All major retail firms including pharmaceuticals, specialty, variety, and department store chains
- Wholesalers, manufacturers, insurance companies, and real estate companies

Strategies:

- Obtain related sales experiences with part-time or summer retail job or work with campus newspaper or yearbook
- Secure leadership position in campus organization
- Internship with a retail store

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company

Graduate School Options for Psychology Majors

This section will help you learn about graduate programs in psychology, education, and social work that will prepare you for work in psychology and psychology-related careers.

Note: If you want to help people with problems (do "counseling"), you are not limited to careers that require graduate degrees in psychology. Psychology-related graduate programs such as education and social work are typically happy to have students who majored in psychology as undergraduates. Too, in my experience, they often have less stringent admission standards than do psychology programs. Thus, if you're like most undergraduates who won't have the necessary GRE scores and GPAs to be admitted to master's or doctoral programs in clinical or counseling psychology, don't despair! You should definitely consider these alternative educational pathways to the counseling "mountaintop."

At the master's and doctoral level, education becomes increasingly specialized. Thus, to do the work you want to do, it's *essential* to obtain a degree that will prepare you to do so. To ensure that you make the correct decision in this regard, you must be very clear about your career goals at this level. In addition, you need to know *for sure* that the degree you pursue will prepare you to do what you want. (If you get in the wrong degree program, you can waste time, money, and also end up unprepared to do what you had hoped.)

There are many factors to be considered as you make decisions about your graduate school options. You will probably have to review the information in this section a number of times before it begins to make sense. Nonetheless, your future happiness and income are riding on it, so stick with it. *Choose a graduate program on the basis of considerations that are important to you, not others.* Just because your faculty mentor has a PhD doesn't mean that you need to get one to be happy or for your mentor to respect you. Get the degree that meets *your* needs. Choose a program that offers the level of education you want (master's, doctorate), that is compatible with your orientation (scientific, practical; behavioral, cognitive, etc.), and that offers the coursework and training to prepare you to do what *you* want to do (individual, family, group therapy; testing; working with adults, children, etc.).

I will provide some general guidelines to help you understand some of the major degree programs and their similarities and differences. Nonetheless, because of the detailed and technical nature of this information and because so much is riding on your making informed decisions, I strongly advise you to work with a faculty member who knows about the various degree options that are relevant to the work in which you're interested. (As you may have learned, some faculty know more than others and some are more willing than others to share what they know; it's a good idea to keep your ears open and to shop around.)

MA, MS, MEd, MSW, PhD, PsyD, EdD: What Does It All Mean?

To understand the various degree options, you need to know some important points about academic degrees. You're probably aware that degrees have different "names" (the technical name for this is degree nomenclature), but you probably don't know what these are or what they can tell you. Just as there are a number of degrees offered at the undergraduate level--e.g., bachelor of arts (BA) and bachelor of science (BS), there are a number of different types of graduate degrees;

The nomenclature for degrees contains two important pieces of information. One tells you the *educational level* of the degree: "B" for a bachelor's degree (beginning level; 4 years); M" for a master's degree (intermediate level; 1-2 years beyond the bachelor's degree); and "D" for a doctoral degree (highest level; 3-5 years beyond the bachelor's degree). The second piece of information contained in degree nomenclature is the *discipline* in which the degree is awarded. Here things can get complicated, so I'll try to keep to the essential points. Those academic disciplines (majors) that deal with basic principles vs. the applications of knowledge are classified as the liberal arts (and sciences). These include psychology, sociology, political science, history, biology, physics, English, etc. Disciplines (majors) such as education, nursing, and business teach the applications of the basic principles of knowledge. Because the various disciplines and their educational requirements are different, it's important to distinguish among them. Thus, all *masters* degrees in the *liberal arts and sciences* disciplines give degrees titled master of *arts* (MA) and/or master of *science* (MS). Often, an MA indicates that a thesis is required, whereas an M.S. indicates that it is not; however, this is not always so. (Note the correspondence with the bachelor of arts and the bachelor of science degrees at the undergraduate level.) All *doctoral* degrees in liberal arts disciplines (psychology, biology, etc.) give the doctor of *philosophy* degree (PhD).*

* The PsyD degree is awarded *only* in psychology and *only* in the "professional" areas of clinical and counseling psychology--not, for example, in subfields like social or developmental psychology. The major difference between the PsyD and the PhD is the emphasis on research. The PhD degree prepares clinical psychologists to be researchers (as well as practitioners); whereas, the PsyD prepares clinicians to be consumers of research (as well as practitioners). Thus, PhD programs require students to take more courses in research design and statistics and to conduct research compared to PsyD programs. In addition, PsyD programs place considerable emphasis on the provision of psychological services. If you're interested in a detailed discussion of the differences between the PsyD and PhD degrees, read the following article:

Scheirer, C.J. (1983). Professional schools: Information for students and advisors. *Teaching of Psychology, 10*, 11-15.

To further complicate matters, more distinctions are made among the degrees in the *applied* disciplines. We'll consider only those fields of greatest interest to psychology majors. In *social work*, there is a master of social work degree (MSW) and a doctor of social work degree (DSW)--and, sometimes, a PhD In *education*, the master of education degree is either the MEd or the EdM; the doctor of education degree is the EdD. In *business*, the master's degree is the master's of business administration (MBA); the doctorate, the DBA (or, sometimes, the PhD). If you want to explore this further, you can use your college catalog to see how the degrees of your instructors match their disciplines.

A Master's Degree or a Doctoral Degree?

Are there any practical reasons for choosing a master's degree or a doctoral degree? Yes! *Doctoral* degrees will enable you to earn more money, to work in positions with more responsibility (and status), and to have more independence. Of course, doctoral programs are hard to get into, and take more time and effort to complete--typically at least 4-6 years beyond the bachelor's degree. A *master's* degree gives you more occupational advantages than a bachelor's degree, but fewer than a doctoral degree. On the other hand, master's programs are easier to get into than doctoral programs; they are also less difficult and take less time to complete (typically 1-2 years beyond the bachelor's degree).

To determine the relative difficulty of the various degree programs (and departments), you need to consider several factors. First, you need to compare *admissions standards* (how hard is it to get in?). Second, you also need to compare the *graduation requirements* in the programs in which you're interested (how hard is it to graduate?). Is there a foreign language requirement? written comprehensive and/or oral exam? a thesis? a dissertation?

Some Useful Distinctions Between Degrees in Clinical Psychology, Education, and Clinical Social Work

To help you understand why you might lean toward a degree in psychology, social work, or education, I'll try to make some distinctions among the graduate programs in these fields.

Psychology. In psychology graduate programs, you will learn a lot about research methods and statistics and specialize in a subfield of psychology: developmental, social, personality, neuropsychology, clinical, health, etc. (See ["Areas of Specialization in Psychology."](#) If your subfield is clinical or counseling psychology, you will also get a lot of practical experience in conducting psychotherapy and psychological testing.

Typically, what distinguishes psychology from education and social work is the strong research focus--remember your courses in research methods and statistics? Thus, most master's and doctoral psychology programs in clinical psychology will require coursework in research. This research emphasis serves two primary functions. First, because psychology is an empirical discipline, psychologists must understand research methodology to keep up with developments in the field (by reading professional journals). Second, psychologists and psychology students conduct research to advance knowledge in the field. Thus, doctoral programs require a dissertation (a major research project of publishable quality), and some master's programs do as well. If you select a master's program that requires a thesis, you will need these skills to conduct the research for your thesis. (A thesis is a research project that may or may not be of publishable quality and is highly desirable if you are planning to go on for a PhD) In a non-thesis program, you will need the research skills to understand the research articles you read for your classes and papers and to keep up with developments in the discipline after you graduate.

In my experience, most psychology majors have relatively little interest in research. (I don't mean this as an indictment, only a description of reality as I see it.) If you are one of these students, you should think seriously about going on in a field other than psychology (and should definitely rule out a PhD in psychology--although a PsyD may be an option--see Halgin (1986) below). If research is not your cup of tea, graduate programs in education and social work may be much more to your liking. For additional information on this idea, I would urge you to read the article listed below; it describes a number of alternative career and educational options to traditional clinical psychology, as well as strategies for increasing the the likelihood of being admitted to competitive doctoral programs in clinical psychology.

Halgin, R. P. (1986). Advising undergraduates who wish to become clinicians. *Teaching of Psychology*, 13(1), pp. 7-12.

An essential resource on graduate programs in psychology is the APA publication, *Graduate Study in Psychology* (see ["Books on Graduate School for Psychology Majors"](#)). At the back of the book, there is an alphabetical list of all of the subfields in psychology; under each heading, you will find listed almost all of the institutions that offer degrees (both master's and doctoral) in that subfield. Once you locate the schools you're interested in, you can read the details about

admission requirements, application deadlines, degree requirements, program goals, faculty/student statistics, tuition costs, and financial aid.

Some subfields in psychology also publish their own directories. These directories include the *Directory of Graduate Programs in Applied Sport Psychology, Graduate Training Programs in Industrial/Organizational Psychology and Related Fields*, and *Neuroscience Training Programs in North America* (see "[Books on Graduate School for Psychology Majors](#)").

Additional useful references on the topic of graduate programs and their admission criteria, etc. include the following:

Mayne, T. J., Norcross, J. C., & Sayette, M. A. (1994a). Admission requirements, acceptance rates, and financial assistance in clinical psychology programs. *American Psychologist*, *49*, 605-611.

Norcross, J. C., Mayne, T. J., & Sayette, M. A. (1996). Graduate study in psychology: 1992-1993. *American Psychologist*, *51*, 631-643.

Education. Graduate programs in counselor education place less emphasis on research than do psychology programs--including those in clinical and counseling psychology. At the master's level, you probably won't have to do a thesis; at the doctoral level, you may have to complete a dissertation, although some programs allow students to substitute a major theoretical review paper. (For this level of detail, you will need to review the degree requirements for individual programs.) In education programs, students also typically get less coursework and practical experience in psychological assessment than do students in psychology programs. Moreover, preparation in this area is usually limited to educational testing--e.g., occupational interest inventories. Counselor education programs will require you to take courses and have supervised experiences in the appraisal and treatment of psychological problems. Thus, if you want to do counseling, but are not interested in doing psychological testing or research, a degree in counselor education (*agency counseling* or *school counseling*) may be just what you want.

If you're interested in learning to use a battery of psycho-educational tests to determine why a child isn't performing well in school, *school psychology* may be the career for you. Because school psychologists also usually design programs to help children perform better (based on the results of testing and interviews with the child, teacher, and parents), they take courses in counseling and behavior modification as well as in educational, intellectual, and personality assessment. My understanding is that an independent research project (thesis) is not required for this degree. A minimum of a master's degree is required to become a school psychologist, but many states require school psychologists to have training beyond a master's degree (EdS or education specialist's degree); some require the doctorate (PhD).

The APA publication, *Graduate Study in Psychology* (see "[Books on Graduate School for Psychology Majors](#)") lists *APA-accredited* programs in school psychology, educational psychology, and counseling psychology that offer *education* degrees (as well as those offering psychology degrees).

Clinical Social Work. Unlike graduate programs in counselor education, school psychology, and clinical/counseling psychology, social work programs will *not* prepare you to conduct psychological testing. Otherwise, clinical social workers take coursework and practica in the diagnosis and treatment of psychological problems, among other topics. Thirty years ago, social work education tended to be rather Freudian, but I don't know if this is still the case. Frankly, I think there is much to be said for a degree in social work. The training is typically good; the degree enables you to work in a variety of settings (hospitals, schools, community mental health

centers, etc.); and one can obtain a *license* in clinical social work at the master's level in all states. (See next section, "What Are Licenses and Certificates?")

If you want to know what institutions offer graduate programs in social work, consult the booklet, *Summary Information on Master of Social Work Programs*, published by the National Association of Social Workers. (See "[Books on Graduate School for Psychology Majors](#)"). You can order a copy by contacting the National Association of Social Workers at the address given in the section, "[Master's- and Doctoral-level Careers in Psychology and Related Areas](#)."

What Are Licenses and Certificates?

A license is a "quality control" credential awarded by the state--not an educational institution. A license gives you legal authority to work independently--i.e., you don't need to be supervised by someone else. This means that you can have a private practice--see clients on your own, receive insurance payments, and so forth. Recall that physicians, dentists, and veterinarians are licensed. The use of the title "psychologist" is regulated by state licensing boards. That is, only individuals who have met the requirements for a psychology license may put themselves forward to the public as "psychologists." Similarly, licensed "psychologists" are prohibited by law from putting themselves forth to the public as a licensed social worker and vice versa. A major reason for these regulations about the practice of psychology, social work, etc. is to protect the public from those who are not competent to treat those in need of assistance.

Although the requirements for a *psychology* license vary from state to state, they typically involve the following: (1) a doctoral degree in a field of study that is "primarily psychological in nature," (2) one year of supervised clinical work during graduate school, (3) one year of post-doctoral supervised clinical work, and (4) a passing score on a standardized examination. Some states also require an oral examination once the written exam is passed.

For many people, the fact that *clinical social workers* with only a master's degree can be licensed in all 50 states is a major advantage of the MSW degree. You should note, however, that managed health care is driving many licensed mental health workers out of private practice because they cannot compete with the health maintenance organizations (HMOs). To learn more about this, talk with a clinical psychologist in your department.

In many states, individuals with *master's* degrees in clinical psychology (MA/MS) and agency counseling (MEd) cannot be licensed. And even in those states where they are licensable, they are never licensed as a "psychologist" because they don't meet the minimum requirement of a doctoral degree. When individuals with master's degrees in psychology are licensed, they usually carry a title like "psychological associate" or "psychological assistant" to distinguish them from licensed "psychologists." Moreover, their work is limited to certain activities--psychological testing, for example. In Georgia, those with a master's degree in psychology (and agency counseling, I believe) are eligible for two licenses: a Licensed Marriage and Family Therapist (LMFT) and a Licensed Professional Counselor (LPC). *Of course, individuals with master's degrees who aren't licensed are still able to work in a variety of mental health settings (community mental health centers, etc.) where supervision from licensed individuals is available.*

In some states, those with master's degrees in clinical psychology (and agency counseling, I believe) may be eligible for *certificates*. Certificates are quality-control credentials awarded by professional organizations--not a state or an educational institution. They certify that a person has had courses and supervised practical experience in *particular areas* such as drug addiction or family therapy. Although they do not grant an individual the authority to work on one's own

(private practice), certificates are often necessary to get jobs where specialized skills are needed. For example, in Georgia, one has a much better chance at getting a job in the addictions area if one is a Certified Addiction Counselor (CAC).

<http://www.psywww.com/careers/options.htm>

MASTER'S-AND-DOCTORAL-LEVEL CAREERS AND RELATED AREAS OF CONCENTRATION IN PSYCHOLOGY

Psychology is an extraordinary diverse field with hundreds of career paths. Some specialties, like treating the mentally ill, are familiar to most of us. Others, like helping with the design of advanced computer systems or studying how we remember things, are less well known.

What all psychologists have in common is a shared interest in mind and behavior, both human and animal. In their work they draw on an ever-expanding body of scientific knowledge about how we think, act, and feel, and apply the information to their special areas of expertise. The field of psychology encompasses both research, through which we learn the fundamental things about behavior, and practice, through which that knowledge is applied in helping to solve problems. In each of the subfields of psychology, there are individuals who work primarily as researchers, others who work primarily as practitioners, and many who do both.

What follows is a presentation of some of the subfields and areas of concentration in psychology:

Clinical psychologists assess and treat mental, emotional, and behavioral disorders which may range from mild to severe. These disorders may be short-term, such as adolescent rebellion, or chronic conditions, such as schizophrenia. Some clinical psychologists treat specific problems exclusively, such as phobias, adjustments to divorce, depression, and eating disorders. Others may focus on specific populations, such as the elderly, abused individuals, minority groups, or gays and lesbians. Clinical psychologists may work in both academic institutions and health care settings such as clinics, community mental health centers, hospitals, prisons, and private practice. Activities that they are involved in include consultation, diagnosis, assessment, research, therapy, and training graduate students. They may need to interview patients and give them appropriate diagnostic tests. The majority of states do not allow people with bachelor's and master's degrees to independently practice as clinical psychologists, but they may work in clinical settings under the direction of a doctoral-level psychologist. People who wish to become a clinical psychologist should carefully investigate state licensing laws. At the doctoral level, admission to clinical programs is competitive and selective. Most of these programs involve 4-5 years and a year internship. Most clinical psychologists have a Ph.D. and have been trained in programs that emphasize a research-practitioner model. Programs that emphasize the practitioner role and grant the Psy.D. degree are also available. A Psy.D. degree is a doctoral degree received from a program that places a great amount of emphasis on training students for professional practice and less on research. Clinical psychology is the largest specialty of psychology.

For those interested in clinical psychology, you should consult Norcross, J.C., Sayette, M.A. & Mayne, T.J. (2002/2003) Insider's guide to graduate programs in clinical and counseling psychology. New York: Guilford. A directory of graduate schools offering clinical psychology programs can be found at www.GRADSCHOOLS.com

If you are interested in human resources, here is a general list of programs that may be of interest to you that are related to clinical psychology:

- Counseling Psychology

- Professional Counseling: These programs are located in academic departments such as psychology, education, and counselor education. Focus is placed on the applied skills their graduates will need to function effectively. You may work in a psychiatric facility or a private practice. Your work may involve individuals, couples, families, or group work.

- Marriage and Family Therapy: This specialty works with dysfunctional relationships. These programs are offered in several departments, such as home economics.

-Physical Therapy: You must have strong interest in sciences to do this. Physical therapists are most likely to be employed in hospitals or medical centers.

-Creative Arts Therapy: This specialty is “a human0-service profession that combines elements of art, art education, and psychology to provide opportunities to explore personal potentials and pathologies through visual and verbal expression.” Art therapists use their understanding of imagery and symbolism to bring out creativity in certain individuals. A background in both art and psychology is needed to enter these programs.

Cognitive psychologists are interested in thought processes and relationships among learning, memory, and perception. They conduct research and focus on mental processes that influence the acquisition and the use of knowledge along with the ability to reason, the processes by which logical and coherent ideas are generated, situations are evaluated, and conclusions are reached.

Community psychologists strengthen social support networks and stimulate the formation of new networks to effect social change. Their goal is to help individuals and their neighborhoods or communities grow, develop, and plan. They are concerned with everyday behavior in natural settings, such as the home, the neighborhood, and workplace and seek to understand the factors that contribute to normal and abnormal behaviors in these settings. Community psychologists also work to promote health and prevent disorders. They tend to concentrate on groups of people who are not mentally ill but may be at risk of becoming so, while clinical psychologists focus on individuals who have already developed disorder(s). They may work in mental health agencies, state governments, and private organizations.

Counseling psychologists help people accommodate changes or make changes in their lifestyle. Examples are that they may provide vocational and career assessment to someone to come to terms with the death of a loved one, help students adjust to college, or to help people stop smoking or overeating. Counseling psychology is related to clinical psychology, but counseling psychology deals less with severe emotional and mental problems and more with the normal individual with personal or career concerns. They may consult with physicians on physical problems to determine the underlying psychological causes. Counseling psychologists may be employed in healthcare institutions, such as community mental health centers, Veterans Administrations hospitals and private clinics dealing with specific issues. Counseling positions often require the doctorate degree, but positions for those with master’s degrees are available in educational institutions, clinics, businesses, industries, governments, and other human service industries.

For students interested in counseling psychology, Norcross, J.C., Sayette, M.A. & Mayne, T.J. (2002/2003) Insider’s guide to graduate programs in clinical and counseling psychology. New York: Guilford. A directory of graduate schools offering clinical psychology programs can be found at www.GRADSCHOOLS.com

***Social work** is a career option to consider if you are interested in counseling. There are varieties of subfields within social work. Social workers who practice psychotherapy are called either clinical social workers or psychiatric social workers. Clinical social workers are able to diagnose and treat psychological problems; however they do not do psychological testing. Psychiatric social work has been found to be helpful to individuals, families, and small groups. Social workers may work in mental health centers, counseling centers, sheltered workshops, hospitals, and schools. They may have their own private practice even with only a master’s degree. To obtain more information concerning social work, visit the web site of the National Association of Social Workers or write to: National Association of Social Workers, 750 First Street, NE, Suite #700, Washington, DC 20002-4241. The 4th ed. (2000).of a Guide to Selecting and Applying to Master of Social Work Programs by Jesus Reyes is available.

(Counseling psychology requires a Ph.D. or an Ed. D., and 4-5 years of graduate school normally.

American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300.
<http://www.counseling.org>

U.S. Department of Labor. Counselors. Retrieved January 2, 2003 from the World Wide

Web: <http://stats.bls.gov/oco/oco067.htm>

Graduate School and Careers in Psychology. Graduate School and Careers in Psychology. Retrieved March 4, 2003 from the World Wide Web: <http://www.rider.edu/users/suler/gradschl.html>

Developmental psychologists study the psychological development of human beings throughout their life, from prenatal development to adulthood and old age. They are interested in the description, measurement, and explanation of age-related change in behaviors such as aggression, moral development, language development, perception and cognition, stages of emotional development, universal traits and individual differences, and abnormal changes in development. Doctoral-level developmental psychologists are often employed in academic settings where they teach and conduct research. A bachelor's or master's level training in developmental psychology will provide the opportunity to work in settings such as day care centers, youth group programs, toy companies, parent education programs, hospital and child life programs, and museums. Developmental psychologists are recently showing and interest in helping the elderly to stay as independent as possible.

Educational psychologists focus on the conditions under which effective teaching and learning take place. They consider many factors, including human abilities, student motivation, and the effect on the classroom or the diversity of race, ethnicity, and culture. Many educational psychologists have a Ph.D. and work in universities, in both the psychology departments and schools of education. Some conduct research on topics related to the learning of different subjects, others develop new methods of instruction including designing computer software, and others train teachers and investigate factors that affect teachers' performance and morale. Educational psychologists may conduct research in schools as well as in federal, state, and local educational agencies. The government may employ them or the corporate sector to analyze employees' skills and to design and implement training programs. Currently, industry and the military have opened up opportunities for people with doctoral degrees who can design and evaluate systems to teach complex skills.

Those interested in graduate training in this area can find information in a resource entitled **Graduate study in educational and psychological measurement, quantitative psychology, and related fields** available from Linda Collins at the Center for Developmental and Health Research Methodology, S-159 Henderson, Bldg., Pennsylvania State University, University Park, PA 16802.

Engineering psychologists study the ways that people work best with machines. Most engineering psychologists work in industry, but some are employed by the government, particularly by the Department of Defense. They are often known as *human factor specialists*.

Environmental psychologists study the ways that people and environments are influenced by each other. These environments may include homes, offices, urban areas, and regions. They may do basic research or applied research.

Experimental/general psychologists use the experimental approach to identify and understand basic elements of behavior and mental processes. These processes may include learning, sensation, perception, human performance, motivation, memory, language, thinking, problem solving, eating, and reading. They focus on basic research issues, and their interests often overlap with fields outside psychology, such as biology, mathematics, or sociology. The areas that experimental psychologists study include motivation, thinking, attention, learning and memory, sensory and perceptual processes, physiology, genetics, and neurology. They may be employed in academic settings, teaching and supervising students' research in addition to conducting their own. Others may work in research institutions, business, industry, and government. A research-orientated doctoral degree is usually needed. Experimental psychologists' education includes coursework in research design and methodology, and statistical analysis and quantitative methods.

Family psychologists are practitioners, researchers, and educators concerned with the prevention of family conflict, the treatment of marital problems, and the maintenance of normal family functioning. Concentration is placed on the family structure and the interaction between members. As service providers,

they lead programs for marital enrichment, premarital preparation, improved parent-child relations, and parent education about children with special needs. They provide treatment for problems that affect whole families. As researchers they seek to identify environmental or personal factors associated with improved family functioning. Family psychologists may study patterns in families or conduct research on child abuse or divorce among family members. Most family psychologists earned their degree in professional areas of psychology and then obtained advanced training in departments of psychiatry, family institutes, or through individual supervision. Doctoral programs in family psychology are beginning to emerge and post doctoral training programs are becoming more common. They are often employed in medical schools, hospitals, private practice, family institutes, and community agencies. Job opportunities are available for university teachers, forensic family psychologists, and consultants to industry.

Forensic psychologists deal with the application of psychological principles to legal issues. Their expertise is often essential in court. They are able to help a judge decide which parent should have custody over a child or may evaluate a defendant's mental competence to stand trial. Some forensic psychologists are trained in both psychology and the law. Others were trained in a traditional graduate psychology program (clinical, counseling, or social, for example) and chose courses, research topics, and practical experiences to fit their interest of both psychology and law. A few graduate schools have joint law and psychology programs and grant the Ph. D. and J.D. Psychology and law is a new field with career opportunities at several levels of training. As a research area, psychology and law is concerned both with looking at legal issues from a psychological perspective (how juries decide cases) and with looking at psychological questions in a legal context (how jurors assign blame or responsibility for a crime). Some forensic psychologists counsel inmates and probationers, other counsel the victims of crime and prepare them to testify/cope with emotional distress/resume normal activities. Jobs for those with doctoral degrees are available in psychology departments, law schools, courts, and correctional settings. Some forensic psychologists may work in private practice. Master's and bachelor's level positions are available in prisons, correctional institutions, probations departments, forensic units of mental institutions, law enforcement agencies, and community based programs that assist victims.

Geropsychologists deal with psychology of aging and draw on sociology, biology, and other disciplines along with psychology to study the factors associated with adult development and aging. Many people interested in geropsychology are trained in a traditional graduate program of psychology, such as experimental or clinical, and focus their research, course work, and practical experiences on aging. A doctorate is normally required for teaching, research, and clinical practice, but an increasing amount of career opportunities are becoming available for people with associate's, bachelor's, and master's degrees. These positions involve the supervised provision of services to adults in homes, senior citizens centers, or state/local government offices for the elderly.

Health psychologists are interested in how biological, psychological, and social factors affect both health and illness. They identify different kinds of medical treatment, how patients handle illness, why some people may not follow medical advice, and the most effective ways to control pain or change poor health habits, along with developing health care strategies that foster emotional and physical well-being. Health psychologists team up with medical personnel in private practice and hospitals to provide patients with complete health care. Health psychologists educate medicate staff about psychological problems that arise from the pain and stress of illness and about symptoms that have psychological causes. Health psychologists investigate issues that affect a large segment of society, such as teenage pregnancy, substance abuse, risky sexual behaviors, smoking, lack of exercise, and poor diet, and they develop/implement programs to deal with these problems. They may be employed in medical centers, hospitals, health maintenance organizations, rehabilitation centers, public health agencies, and private practice. The majority of health psychologists earn their doctoral degree in another area of psychology, such as clinical or counseling, but concentrate their studies, research, and practical experience towards health psychology.

Interested students should check the pamphlet, Doctoral Programs in Health Psychology, available in the Psychology Department Office.

Human Factors psychologists are related to and often called "Engineering psychologists." Human factors is a multidisciplinary endeavor "concerned with designing for human use." The efficient design of human

tasks, systems, and environments depend upon an understanding of human characteristics, capacities, and limitations. Their principle objective is to use information to ensure human safety and system efficiency. They are concerned with design and safety problems in a variety of settings. Many human factors psychologists are helping make computer hardware and software more user-friendly, and researching the design of ergonomically correct equipment and workload issues. Opportunities for human factors psychologists exist in industry, military research organizations, research and development firms, government, in universities, have increased at both the master's and Ph.D. levels.

Interested students should consult the following resource for additional information on graduate training: **Directory of human factors graduate program in the United States and Canada**, published by the Human Factors and Ergonomics Society.

Industrial/organizational (I/O) psychologists apply psychological principles and research methods to the workplace in the interest of improving productivity and the quality of work life. Their interests are organizational structure and organizational change; workers' productivity and job satisfaction; consumer behavior; selection, placement, training, and development of personnel. Many I/O psychologists serve as human resources specialists, who help organizations with staffing, training, and employee development and management in such areas as strategic planning, quality management, and coping with industrial change. I/O psychologists may work in businesses, industries, governments, educational institutions, or they may be self-employed as consultants or work for management counseling firms.

Consumer psychologists are I/O psychologists whose interests are on consumers' reaction to a company's products or services. They develop strategies for marketing products, attempt to improve the acceptability and safety of products and help the consumer make better decisions.

Human Resource psychologists are I/O psychologists who develop and validate procedures for selecting and evaluating personnel. Jobs for this type of psychologist are available for both master's and doctoral levels. Opportunities for those with master's degrees are located in business, industry, and government settings; doctoral level psychologists may work in academic settings and do independent consulting work.

A listing of graduate training programs in industrial and organizational psychology, organizational behavior, human resources, and related fields can be found in **Graduate training programs in industrial/organizational psychology and related fields** published by the Society for Industrial and Organizational Psychology at 745 Haskins Road, Suite A, P.O. Box 87, Bowling Green, OH 430402-0087.

Neuropsychologists look at the relationships between brain systems and behavior. They may study how the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception, and behavior. Neuropsychologists also study topics such as the relation of specific biochemical mechanisms in the brain to behavior, the relation of brain structure to function, and the chemical and physical changes that occur in the body with human emotions. They frequently help design tasks to study normal brain functions with new imaging techniques, such as positron emission tomography (PET); single photon emission computed tomography (SPECT); and functional magnetic resonance imaging (fMRI). Neuropsychologists assess and treat people. Due to the increase in the number of survivors of traumatic brain injury, neuropsychologists are working with health teams to help the survivors resume their lives. Clinical neuropsychologists may work in neurology, neurosurgery, psychiatry, and train others. Most positions in neuropsychology are at the doctoral level and many require postdoctoral training.

The interested student should consult: **Neuroscience training programs in North America**, available for \$25.00 from the Association of Neuroscience Departments and Programs, c/o The Society of Neuroscience, 11 Dupont Circle NW, Suite 500, Washington, DC 20036.

Psychology of Women: the study of psychological and social factors affecting women's development and behavior. Psychologists focusing on the psychology of women are employed in a variety of academic and clinical settings. Most have received their training in clinical, developmental, or social psychology. Teaching positions are available in psychology and women's study departments for those with their doctoral degree. Researchers who study health issues for women have been hired in nursing, public health, social

work, or psychiatry departments of universities. Clinicians may work in mental health centers and in private practice.

Quantitative and measurement psychologists look at methods and techniques for acquiring and analyzing psychological data. Some may develop new methods for performing analysis, and others create research strategies to assess the effect of social and educational programs and psychological treatment. They can develop mathematical models for psychological tests and evaluate the quality and fairness of these tests. They are well trained in mathematics, statistics, computer programming, and technology. Doctoral level quantitative psychologists are employed in universities and colleges, testing companies, private research firms, and government agencies. Testing companies and private research firms will often hire those with master's degrees.

A resource entitled **Graduate study in educational and psychological measurement, quantitative psychology, and related fields** is available from Linda Collins at the Center for Developmental and Health Research Methodology, S-159 Henderson, Bldg., Pennsylvania State University, University Park, PA 16802.

Rehabilitation psychologists work with stroke and accident victims, the mentally retarded, and people with developmental disabilities caused by conditions such as cerebral palsy, epilepsy, and autism. Sometimes working with other health care professionals, they help clients adapt to their situation. Rehabilitation psychologists deal with issues concerning personal adjustment, interpersonal relations, the work world, and pain management. They are involved in public health programs to prevent disabilities, such as those caused by violence or substance abuse, and may testify in court as expert witnesses about the causes and effects of a disability and the rehabilitation needs. They may work in medical rehabilitation institutes, hospitals, medical schools and universities, serve as consultants to or as administrators in state and federal vocational rehabilitation agencies, or have private practices.

School psychologists work with public or private schools directly. They help educators promote the intellectual, social, and emotional development of children. They assess and counsel students, consult with parents and school staff, and conduct behavioral interventions when needed. Some school districts hire full-time school psychologists. To be employed in the public schools of a certain state, they must have completed a state-approved training program and be certified by the state. This career can be usually obtained after 60 hours of graduate work and a one-year supervised internship. School psychologists trained at the doctoral level may find employment in schools, hospitals, university training programs, mental health clinics, and other agencies.

For more information on the educational requirements, certification, and licensing requirements of school psychologists, contact: National Association of School Psychologists, 403 East West Hwy., Suite 402, Bethesda, MD 20814.

www.nasponline.org

Social psychologists study how a person's mental life and behavior are affected by interactions with other people. They are interested in interpersonal relationships and look

for ways to improve interactions among people. Social psychologists help us understand why people form attitudes about others and suggest ways to change them. They can be employed in academic institutions, advertising agencies, businesses, and government agencies. A research-orientated doctoral degree is usually necessary.

For more information:

Plous, S. (2001). Frequently Asked Career Questions. Retrieved March 4, 2003 from the World Wide Web: <http://www.socialpsychology.org/facq.htm>

Sports psychologists help athletes focus on their competition goals, become more motivated, and learn to deal with the anxiety or fear of failure. Sport psychologists have to perform three primary roles: teaching,

research, and practice. They are usually trained within the field of clinical or counseling psychology and physical education. This field of psychology is growing as sports become more competitive. Opportunities are available for those with doctoral degrees and may include counseling in a sports medicine clinic or with a professional sports team, research in an academic setting involving student athletes, and developing enhancement programs for athletes. Master's level sports psychologists may find opportunities working in health promotion and rehabilitation programs.

The interested student should consult: Sachs, M.L., Burke, K.L., & Schrader, D.C. (2000). **Directory of graduate programs in applied sport psychology (6th Ed.)** (available online). This is an excellent resource on over 100 master's and doctoral degree programs in the U.S., Canada, Australia, Great Britain, and South Africa. It is also available from Fitness Information Technology, Inc, P.O. Box 4425, University Avenue, Morgantown, WV 26504 for approximately \$24.00.

American Psychological Association (1996). Psychology: Careers for the Twenty first Century. Washington, DC.

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company.

Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2002 – 2003 Edition. Retrieved from the World Wide Web on March 4, 2003: <http://stats.bls.gov/oco/print/ocos056.htm>

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology Major. New Jersey: Prentice Hall.

Lefton, L.A. (1997). Psychology. (6th ed.). Boston: Allyn & Bacon.

The University of Findlay Manual for Psychology Majors. (2005-2007).

For more information on these areas:

Himelein, M. (1999, November 25). OTRP Online. A Student's Guide To Careers In The Helping Professions. Retrieved January 2, 2003 from the World Wide Web: <http://www.lemoyne.edu/OTRP/helping-online.html>

Master's- And Doctoral-Level Careers In Psychology and Related Areas
<http://www.psywww.com/careers/masters.htm>

Graduate Study in Psychology published by the American Psychological Association. Lists according to states most grad programs, admission criteria, acceptance rate, number of faculty members, and how to get information.

Books on Careers for Psychology Majors

[Updated June 20, 2008] These are well known publications and should be available at most schools in the U.S. in the department office, department library, main library, or career center. The books published by the American Psychological Association (APA) can be purchased online at the [APA Books](#) site. For books specifically about getting into graduate school, see the page titled [Books on Graduate School for Psychology Majors: Helpful Books](#).

Careers in Psychology: Opportunities in a Changing World

Kuther, T. L., & Morgan, R. D. (2007). *Careers in Psychology: Opportunities in a Changing World* (2nd ed.). Belmont, CA: Thomson Wadsworth.

The authors of this excellent paperback begin by discussing the diverse career opportunities in psychology. Then, they devote nine chapters to describing a number of sub-fields in psychology as well as career opportunities at the bachelor's and graduate level in each of the sub-fields. They end with useful tips on getting a job after graduation and getting into graduate school.

Getting from College to Career: 90 Things to Do Before You Join the Real World

Pollack, L. (2007). *Getting from College to Career: 90 Things to Do Before You Join the Real World*. New York: HarperCollins 2007

The author is a relatively recent college graduate who has become an expert on career advice for young professionals. Here she shares 90 things college students need to do to make a successful transition from college to career and helpfully illustrates her points by sharing her own experiences (both successes and failures) and those of others. The book also provides a list of useful organizations and Web sites.

Great Jobs for Psychology Majors

DeGalan, J., & Lambert, S. (2006). *Great Jobs for Psychology Majors*. Columbus, OH: McGraw-Hill.

If you're asking, "What can I do with a bachelor's degree in psychology?," this book will be of interest to you. The authors first discuss a variety of work-related topics including self-assessment, researching careers, networking, resumes, interviewing. The second part of the book is devoted to detailed descriptions of four career paths open to psychology majors: residential care, community and social service, human resources (business), and pre-professional therapy. Teaching is also discussed as a fifth career path, but it is an option only for those with at least a master's degree.

Majoring in Psychology: Career Options for Psychology Undergraduates

Morgan, B. L., & Korschgen, A. J. (2008). *Majoring in Psychology: Career Options for Psychology Undergraduates* (4th ed.). Boston: Pearson/Allyn & Bacon.

Morgan and Korschgen use questions as chapter titles to focus the reader's attention on key issues: Should I major in psychology?, What careers are available?, Will I make any money?, Should I go to graduate school?, and How do I do a job search?, among others.

Occupational Outlook Handbook

U.S. Bureau of Labor Statistics (latest edition). *Occupational Outlook Handbook* Washington, D.C.: U.S. Government Printing Office.

This government document is a comprehensive guide to occupations. It includes job descriptions, education and training requirements, advancement possibilities, salaries, and employment outlooks for 250

occupations. In addition, there are sections on where future jobs are likely to be, sources of career information; education, training, and financial aid information; and finding and evaluating a job offer.

Opportunities in Psychology Careers

Super, D. E., & Super, C. M. (2001). *Opportunities in Psychology Careers*. Columbus, OH: McGraw-Hill.

This paperback surveys a number of important topics for those interested in a career as a psychologist. It is directed at PhD-level careers, and so will be of greatest interest to those who are thinking about graduate school. Topics include education and training requirements, scientific and professional organizations, salary data, and Internet resources.

Psychology as a Major: Is It Right for Me and What Can I Do with My Degree?

Schultheiss, D. E. P. (2008). *Psychology as a Major: Is It Right for Me and What Can I Do with My Degree?* Washington, DC: American Psychological Association.

Schultheiss provides helpful information on three important issues: (1) the field of psychology and tips on how to succeed as a psychology major, (2) deciding on whether psychology is an appropriate major, and (3) bachelor's-level career opportunities and graduate school options in psychology.

Taking Charge of Your Career Direction: Career Planning Guide

Lock, R. D. (1992). *Taking charge of your career direction: Career planning guide*, Books 1 and 2. Belmont, CA: Brooks/Cole.

This two-volume paperback textbook can be used on a self-instructional basis. The first book focuses on guiding readers toward clarity in their career choices; it includes such topics as current trends in the world of work, making career choices, and clarifying motives, skills, aptitudes, and values. The second book assumes that readers are relatively clear about their career choices and provides useful tips on practical issues such as the job search, résumés, cover letters, job applications, and interviews.

What Color Is Your Parachute?

Bolles, R.N. (latest edition). *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*. Berkeley, CA: Ten Speed Press.

This best-selling job-hunting manual was first published in 1970 and has become so successful that it is now published annually. The author gives step-by-step instructions for finding a job by teaching you how to pinpoint the skills you enjoy using. He also helps you decide where you want to work and learn which person in an organization has the power to hire you. In addition, he provides useful Internet resources.

APA-style reference for this page:

Lloyd, M. A. (2008, June 20). Books on Careers for Psychology Majors. [Online]. Available: <http://www.psywww.com/careers/books.htm>.

Books on Graduate School for Psychology Majors

[Updated June 23, 2008] Here are some helpful books for learning about graduate programs in psychology. You might find them in a psychology department library, main campus library, or career center. The books published by the American Psychological Association (APA) can be purchased online, at the APA Books web site.

Career Paths in Psychology

Sternberg, R. J. (Ed.). (2006). *Career Paths in Psychology: Where Your Degree Can Take You*. Washington, DC: American Psychological Association.

This book describes what it is like to work in 19 different areas in psychology. Although it is directed toward graduate students, it will also be helpful to undergraduates who are trying to narrow their interests in the many sub-fields of psychology.

The Complete Guide to Graduate School Admission: Psychology and Related Fields

Keith-Spiegel, P. (2000). *The complete guide to graduate school admission: Psychology and related fields*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

This excellent book offers essential information on practically any topic related to graduate school--e.g., what graduate schools look for in applicants, ways to enhance your chances of being accepted, what to do if you're not accepted, etc. You should definitely read this book if you are considering graduate school.

Directory of Graduate Programs in Applied Sport Psychology

Sachs, M. L., Burke, K. L., & Schrader, D. C. (Eds.) (latest). *Directory of graduate programs in applied sport psychology*. Morgantown, WF: Fitness Information Technology, Inc. Association for the Advancement of Applied Sport Psychology.

This publication of the Association for the Advancement of Applied Sport Psychology briefly discusses careers in sport psychology, types of graduate programs in sport psychology, and certification requirements. The bulk of the Directory contains practical information about graduate programs in sport psychology in the US and Canada. (Order from Amazon.com.)

Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology

American Psychological Association (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology*. Washington, D.C.: Author.

This book provides information to help you clarify your goals and know what to look for in graduate programs. It also addresses topics such as the criteria admissions committees use to evaluate applications, how to improve your qualifications for graduate school, how to prepare a personal statement, pre-selection interviews, accepting and declining offers, and what to do if you're not accepted.

Graduate Study in Psychology

American Psychological Association. (Updated annually) *Graduate study in psychology*. Washington, D.C.: Author.

This publication provides essential information on over 600 graduate programs (both master's- and doctoral-level): number of faculty, programs and degrees offered, APA accreditation status (for clinical, counseling, school psychology, or combined professional-scientific psychology programs), number of

applications received and number of applicants actually accepted, admissions requirements, tuition costs and financial aid information, internships, orientation and emphasis of the department, student employment after graduation, housing facilities, etc.

Insider's Guide to Graduate Programs in Clinical and Counseling Psychology

Norcross, J. C., Sayette, M. A., & Mayne, T. J. (2008). *Insider's guide to graduate programs in clinical and counseling psychology*. NY: Guilford Press.

The authors provide comprehensive information on nearly 300 accredited clinical and counseling programs in the U.S. to help you match your interests and strengths to the many available programs. They also offer valuable information and concrete advice on key issues such as deciding between the PhD and PsyD degree, preparing application materials and personal statements, obtaining strong letters of recommendation, doing your best in interviews, and obtaining financial assistance.

Preparing for Graduate Study in Psychology: 101 Questions and Answers

Buskist, W., & Burke, C. (2006). *Preparing for Graduate Study in Psychology: 101 Questions and Answers*. Boston: Wiley-Blackwell.

This practical book includes a lot of useful information about graduate school, put in the form of questions and answers. General topics include choosing a program, the GRE, the application process, interviewing, getting in and not getting in to a graduate program, surviving the first year of graduate school. There are also a number of useful appendices including a timetable for preparing for admission to graduate school, a worksheet for comparing graduate programs, and so forth.

Psychology Licensure and Certification: What Students Need to Know

Vaughn, T. J. (Ed.) (2006). *Psychology Licensure and Certification: What Students Need to Know*. Washington, DC: American Psychological Association.

THE DIFFERENT AREAS OF GRADUATE STUDY

The most common graduate programs in psychology are in: experimental, developmental, social, biopsychology, cognitive, clinical, counseling, school, and industrial-organizational study. The areas of clinical, counseling, school, and IO are considered to be the four areas of applied psychology. The book Graduate Study in Psychology, published by the American Psychological Association, is the best source regarding the various programs. This book lists graduate psychology programs in the country by state, provides information about admission criteria, how many students are accepted, and tells you where to get more information.

Graduate School and Careers in Psychology. Graduate School and Careers in Psychology. Retrieved March 4, 2003 from the World Wide Web:
<http://www.rider.edu/users/suler/gradschl.html>

GRADUATE SCHOOL ADMISSION CRITERIA

Undergraduate class work: The majority of graduate programs in psychology require the equivalent of a major or minor in psychology. They prefer that the student has a broad background of principles in psychology and have not “specialized” in an area of psychology yet. Classes in math and science are desirable. Experimental graduate programs tend to believe that statistics, experimental psychology, and a psychology laboratory class as the most important undergraduate classes. Clinical and counseling graduate programs rank statistics, abnormal, experimental, personality, developmental, testing, and learning as the most important undergraduate classes. Educational graduate programs rank statistics, developmental, testing, experimental, abnormal, and personality as the most important classes.

Undergraduate GPA: Counseling graduate programs tend to look at the GPA from the last two years of undergraduate work rather than the overall GPA.

Research and Clinical Experience: Clinical and experimental graduate programs regard research as important; counseling programs place more importance on clinical experience.

Graduate Record Exam: Required by almost all graduate programs in psychology. Most graduate programs require the General Test only, and concentrate on the verbal and mathematical scores (read section devoted to GRE in this manual)

The Application: Your transcript, GPA, and GRE scores will already be established when you prepare your application for graduate school.

The Personal Statement: This is the section of the application that refers to your interest in psychology, your personal background, the reasons for applying to a certain graduate program, and your career/personal objectives. This is an important part of the application and this is the part of the application that you should spend the most time on.

The Curriculum Vitae: A vita differs from a resume in its emphasis on educational, rather than occupational, experiences and strengths. The vita is an important part of the application to graduate school and is the means of representing yourself in the academic world. Students planning on going to graduate school should become familiar with the vita-writing process. A vita should include the following sections:

name, contact information, educational objective, career objective, educational history, GRE scores, honors, research experience, teaching experience, work experience, presentations and publications, and references. If you have nothing to put in one of the sections, omit the section.

Letters of Recommendation: Make sure that the person will be able to write a STRONG letter of recommendation.

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company

- you should apply to at least twelve grad schools

Should I apply now or later?

It is not critical that you apply immediately after finishing your undergraduate work. Some graduate programs may actually admire you if you take a year or two off to work or to get some experience in psychology. This may tell them that you are motivated and determined. However, you need to make sure that you work and do not change jobs frequently.

Money

Some programs may offer you financial support. Some programs will support students with “stipends,” others may offer a “Research Assistantship” in which you receive pay for helping a professor conduct research, and others yet will offer a “Teaching Assistantship.”

Graduate School and Careers in Psychology. Retrieved March 4, 2003 from the World Wide Web: <http://www.rider.edu/users/suler/gradschl.html>

10 Things You Need to Know about Applying to Graduate School

- 1.** The GRE is taken and just about all graduate schools require them as part of the admission process. It might be a good idea to review some mathematics material before you take the test.
- 2.** Grades are important. Even if you have not done so well in the past, it is not too late to start; some schools might look at improvement throughout the years.
- 3.** Apply to more than one school. You may not get into the school of your choice and you should have a couple of back-ups. Also remember some have applications online, but all cost money.
- 4.** Letters of recommendation are important. A good choice would be a letter from a professor with whom you have had much contact and who would know your work ethic in the classroom. A letter from an employer can be helpful if it was a psychology related job.
- 5.** For most letters of recommendation, you might want to give the person a list of awards earned and leadership roles obtained in the community and organizations, with also any community or volunteer service.
- 6.** Make sure to give the person who is recommending you a stamped envelope addressed to the school, which can then be sent directly to the school.
- 7.** Make sure you know that official transcripts from the university cost money. You will need one for each school you are applying to.
- 8.** Do not wait too long to register for the GRE. Although you can take the Psychology-related test, most people take the general test.
- 9.** Do not forget about deadlines. Although each school might be different, many of the deadlines for admission are early January.
- 10.** Be patient. You might not get your acceptance or rejection letter until April 15th, which is also the date you will need to decide which school you will attend.

Career Planning for Those Preparing For Employment with a Bachelor's Degree in Psychology

You have had an opportunity in this manual to read about a career in psychology and the different options available to you after graduation from the University of Findlay. What is important now is to plan a year-by-year timeline of activities which will best prepare you for the world of work.

Freshman Year

- Enroll in PSYC 128, Orientation to Psychology, along with PSYC 100, General Psychology.
- Review the UF catalog to become familiar with the general education and psychology requirements.
- Complete your Reading Competency.
- Complete your English 106, 107, or 206 Competency.
- Complete your Computer Competency (CSCI 148,150 or 190).
- Complete your Communications Competency (COMM 110 or 211).
- Complete your Wellness Competency (HPE 100).
- Schedule a meeting with your academic advisor to discuss your career interests and goals (refer to “How to Make the most out of Meetings with your Advisor” near the back of this handbook).
- Concentrate on completing your general education requirements.
- Begin developing your four-year portfolio (optional).
- Join at least one club or organization on campus (consider the Psy-Key Club).
- During Christmas vacation, identify your summer job or write applications for summer positions. Consider also the possibility of doing some volunteer work during the summer to gain more experience helping others.

Sophomore Year

- Complete the remainder of your general education requirements and competencies.

- Begin working on completing the requirements for a psychology major by enrolling in 2-4 psychology courses at the 100 and 200 level.
- Meet with people from the Career Planning and Placement Office to discuss your career goals and to gather information about job opportunities for psychology majors with a bachelor's degree.
- Meet with your advisor to discuss not only course offerings but also your career plans and options.
- Continue to advance yourself in a club or organization to a position of responsibility, or switch to an organization where you can participate in a constructive way. If you cannot find an organization that fits your interests, start one. In short, develop demonstrable leadership and team building skills.
- Write a preliminary resume. Talk to those at Career Planning and Placement on how to put a resume together.
- Talk to people who are working in the careers you are exploring.
- At the end of the year, meet with the Director of CUE (Community and Urban Experience) to discuss possible field placement options during your junior year.

Junior Year

- Re-evaluate your career choice. Are you still on the right track?
- Meet with your academic advisor to discuss your career plans as well as your progress toward completing your degree.
- Continue completing the requirements for the psychology major by enrolling in at least four junior level psychology courses.
- Enroll in PSYC 328, Mentored Field Experience, for one or two semesters.
- Develop ideas in PSYC 289 (Research methods I) for your own psychological research which will be done in PSYC 389 (Research Methods II) or PSYC 428 (Senior Capstone Seminar).
- Continue your involvement in campus activities. Also, attend cultural events such as plays, musical concerts and current event presentations to expand your range of conversational topics.
- Begin to consider letter of recommendation sources (e.g., advisor, CUE supervisor or mentor, coach, organization advisor, employer, other professors).
- Plan summer activities which will add to your resume and broaden your knowledge in your field of interest (such as an internship; refer to "Applying for an Internship" page near the back of this handbook).

Senior Year

- Complete all degree requirements.
- Enroll in PSYC 428, Senior Capstone Seminar and Review during the Fall semester.
- Early in the Fall semester, request a final credit audit through the Registrar's Office to identify the courses you still need to graduate.
- Secure at least three people who are willing and able to write a **STRONG** letter of recommendation.
- Register for senior placement services at the Career Planning and Placement Office early in the Fall semester.
- Complete and refine your resume. Ask your advisor to review your resume.
- Network, network, network! Apply, apply, apply! Interview, interview, interview!
- Find a good balance between your commitment to your current course and extracurricular activities and your efforts to find a job after graduation.

University of Findlay Psychology Program Graduates 1996-Present

Occupations

Actor
Advertising sales
Army Officer Training Corps
Bank management
Business corporation supervision
Case Manager
Case Worker
Clinical psychologist
College Student Personnel
Government programs worker (e.g. Ohio Attorney General Health Care Fraud Section, Head Start, Wood County Investigator) – Elder Care Professional
Horse Trainer
Hospice officer
Hospital Director
Human resources
Insurance
Japanese consulate officer
Law enforcement professional
Lawyer
Licensed Professional Counselor
Licensed Social Worker
Licensed Physical Therapist
Marketing specialist
Nurse
Peace Corps
Pharmaceutical sales
Private business
Polysomnography technician
Private investigator
Restaurant manager
School Psychologist
Social worker/outpatient therapy
Social agency director
Special programs worker (e.g. 4 H)
Stockbroker
Teaching
Treatment center management
Work with mentally handicapped
University faculty
Youth Advocate

Career Planning for Those Preparing to Apply for Admission to Graduate School

There are students like you who apply to the psychology program at the University of Findlay who decide to go on to graduate school in psychology, counseling, social work, criminal justice, law, gerontology, or education. Students interested in an advanced degree should first look at the section in this manual entitled “Career Planning for Those Preparing for Employment With a Bachelor’s Degree in Psychology.” Many of the year-by-year timeline activities, particularly during the first two years, are relevant for those seeking additional education. In addition to these activities, you should follow the outline provided below.

Sophomore Year

- Order the APA publications Preparing for Graduate Study in Psychology: Not for Seniors Only! and Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology. These books are listed in another section of this manual entitled “Books on Graduate School in Psychology.”
- Work hard on getting good grades which will increase your chances of getting into graduate school. Along with maintaining a high G.P.A., you should also concentrate on doing research, volunteer work, and extra-curricular activities during your undergraduate years at UF.

Junior Year

- Obtain experience helping others through volunteer work or PSYC 328 (CUE) activities if you are interested in clinical or counseling psychology.
- Work on your research project as part of PSYC 289 (Research Methods I) and if possible, become involved with any research being conducted by faculty on campus.
- Talk to graduate students early in the year who are in programs similar to the ones you want. Get tips on how best to increase your chances of being accepted.

Summer Before Your Senior Year

- If financially possible, find summer employment, experience, or educational activities related to psychology.
- Buy study guides for the Graduate Record Exam (G.R.E.) and study them. (see “GRE” page near back of this manual or visit www.gre.org)
- If the advanced G.R.E. test in psychology is required for the graduate schools you are interested in, re-read your General Psychology book (PSYC 100).

- Register to take the G.R.E. in the fall. If you choose to take it again, your scores should improve.
- Purchase the current issue of Graduate Study in Psychology (see “Books on Graduate School in Psychology”).
- Update your resume.
- Investigate prospective graduate programs.
- Narrow down your list of schools to ten with some being “dream” schools for you and others being more realistic for acceptance.
- Save money for graduate school application fees, resumes, and transcript fees.

Senior Year

- If you have not already done so, write to the schools you are interested in for information about their programs.
- Take the G.R.E. during the fall semester.
- If possible, visit the graduate schools you are interested in, and begin to establish a personal contact with key people at these schools.
- Apply to the various graduate schools and be alert to the varying deadlines established by each school.
- Meet with your advisor or other psychology faculty to discuss strategies for improving your chances of being accepted into psychology or psychology related program.
- Visit the financial aid office at UF and obtain information on fellowships, scholarships, assistantships, and loans which are independent of the schools to which you are applying.
- Select people from whom you will want to receive letters of recommendation and give them at least three weeks to write the letter before your deadlines. Always include a typed, stamped, addressed envelope for each school to which you are applying.
- During Christmas break, check with each graduate school you have applied to and determine if all the required materials (test scores, letters of recommendation, etc.) have been received.
- Most schools begin accepting in March or April. If you have not received word on the status of your application, please call. It does not hurt to be persistent.
- If you have been accepted...CONGRATULATIONS!!! If you have not, check Graduate Study in Psychology for schools with late or no deadlines, and apply. If you are no longer interested in pursuing graduate school, check with the Career Planning and Placement Office to secure employment after graduation.

Graduate Schools and Programs

Graduates of the University of Findlay Psychology Program Have Attended Since 1996

<u>Graduate School</u>	<u>Graduate Program(s)</u>
• Adler School of Professional Psychology	PsyD
• Arizona State U	Masters in Community Counseling
• Ashland U	Pastoral Counseling
• Ball State U	Masters in Counseling, Social Psychology
• BGSU	PhD, Masters in School Psychology, Social Psychology, School Counseling
• Capella U	Masters in Clinical Counseling
• Chicago School of Professional Psychology	PsyD & Applied Behavior Analysis
• DePaul U Counseling	Masters in Community and Agency
• Eastern Michigan U	Masters in Community Counseling
• Heidelberg U	Masters in Community Counseling
• Indiana U of Pennsylvania	Masters in School Counseling
• Indiana State U	PhD
• IUPUI	Masters in Public Health
• John Carroll U	Masters in Community Counseling
• Kent State U	Masters in Community Counseling
• LaSalle U	Masters in Clinical Counseling
• Leslie U	Masters in Intercultural Communications
• Liberty U	Masters in Counseling
• Madonna	Masters in Counseling
• Malone College	Masters in Counseling
• Michigan State U Management	Masters in Social Work & Sport
• Northwest Ohio Consortium for Public Health	Masters in Public Health
• Notre Dame U	Masters of Business Administration
• NYU	Masters in Community Counseling
• Ohio U	Masters in Sociology
• OSU	Masters in Health Care Administration,
• Statistics, Social Work, Public Health & School Psychology	
• Regent U	Masters in Cinema/Television Directing
• Spalding U	PsyD
• Tiffin U	Masters in Forensic Psychology
• U of Cincinnati	Masters in School Counseling, Social Work
• U of North Carolina Charlotte	Masters in Clinical Counseling
• U of Dayton	Masters in Community Counseling
• U of Findlay	Masters in Business Administration, English
• Education, Human Resource Development & Liberal Arts Studies	
• U of Michigan Medical School	MD
• U of Toledo	Masters in School Psychology
• Valparaiso U	Masters in Community Clinical Counseling
• Vanguard U of Southern California	Masters in Clinical Psychology
• Virginia Commonwealth U	MSW
• Walden U	PhD
• Winebrenner Theological Seminary	Masters of Divinity
• Wright State U	Masters in Mental Health Counseling
• Xavier U	Masters in Health Care Administration &
• Business Administration	

Appendices

ADVICE FOR DOING WELL IN PSYCHOLOGY COURSES

- Try not to schedule back-to-back classes
- Try your hardest starting with your first day of classes
- Establish a routine time to study for each class
- Pick a place to study
- Do as much studying as you can during daytime
- Schedule breaks
- Take advantages of tutoring, study sessions, etc.
- Find at least one person in each class you can study with
- Study the hardest subject first
- Keep yourself healthy

IMPROVING YOUR READING

- **Survey** the chapter before reading
- Look at chapter headings and turn them into **questions**
- **Read** the chapter and strive to answer the questions you just created
- **Recite** the answers in your head in your own words
- After reading the chapter, **review** the key concepts

HOW TO GET THE MOST OUT OF LECTURES

- Listen actively and try to anticipate what speaker will say next
- If lecture material is difficult, review material ahead of time
- Be organized and write down the lecturer's thoughts in your own words
- Ask questions
- If lecture is fast-paced, review notes right after class with a classmate

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology _____ Major. New Jersey: Prentice Hall.

NOTE-TAKING SKILLS

- Learn how your professors communicate something important
- Understand the organizational structures of the lectures
- Use abbreviations you understand
- Date your notes

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company.

IMPROVING TEST-TAKING STRATEGIES

- Pace yourself

- Don't waste time on difficult questions; either guess or skip and come back to it later
- Don't make the test harder than it is
- Review the test for carelessness if you have time

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology Major. New Jersey: Prentice Hall.

SKILLS OF A CRITICAL THINKER

1. Retention: ability to remember specific information
2. Comprehension: the ability to understand the meaning of a material
3. Application: the ability to use learned material to solve "real-life" problems
4. Analysis: the ability to separate complicated wholes into their parts and to determine the organizational relationship among these parts
5. Synthesis: the ability to combine separate parts into new and creative wholes
6. Evaluation: the ability to judge the value of material for a given purpose

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company.

HOW TO MAKE THE MOST OUT OF MEETINGS WITH YOUR ADVISOR

- Learn the name of your advisor, his or her office location, the office hours, his or her phone number, and his or her address.
- Meet with advisor regularly to plan your schedule for next semester and to discuss what you need to do to accomplish your future plans.
- Know the course you have take, the ones you have already taken, and the ones being offered for next semester. Have a tentative schedule of classes you would like for next semester ready.
- Be open and honest with your career goals.
- Consult with your advisor when you are having academic problems.
- Accept responsibility for the academic and career decisions that you make throughout your life.

Appleby, D. (1998, August). The teaching-advising connection: Tones, tools, and tales. G. Stanley Hall lecture, American Psychological Association meeting, San Francisco.

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology _____
Major. New Jersey: Prentice Hall.

Writing Psychology Papers

APA Style Essentials

Douglas Degelman, PhD
Vanguard University of Southern California

[Print version \(PDF\)](#)

Last modified March 15, 2011



The *Publication Manual of the American Psychological Association* (6th ed., 2010) and the APA Style web site (<http://www.apastyle.org/>) provide a comprehensive reference guide to writing using APA style, organization, and content. To order a copy of the *Publication Manual* online, go to <http://books.apa.org/books.cfm?id=4200066>. To view “PDF” documents referenced on this APA Style Essentials page, you need Adobe Acrobat Reader. To download the free Acrobat Reader, go to <http://get.adobe.com/reader/>.

The purpose of this document is to provide a common core of elements of APA style that all members of an academic department can adopt as minimal standards for any assignment that specifies APA style. This Web document is itself *not* a model of APA style.

[Click here](#) for an example of a complete article formatted according to APA style.

[Click here](#) for an example of an undergraduate research proposal.

[Download](#) a Microsoft Word template of an APA-style paper.

I. General Document Guidelines

- A. **Margins:** One inch on all sides (top, bottom, left, right)
- B. **Font Size and Type:** 12-pt. Times New Roman font
- C. **Line Spacing:** Double-space throughout the paper, including the title page, abstract, body of the document, references, appendixes, footnotes, tables, and figures.
- D. **Spacing after Punctuation:** Space *once* after commas, colons, and semicolons within sentences. Insert two spaces after punctuation marks that end sentences.
- E. **Alignment:** Flush left (creating uneven right margin)
- F. **Paragraph Indentation:** 5-7 spaces
- G. **Pagination:** The page number appears one inch from the right edge of the paper on the first line of every page.
- H. **Running Head:** The running head is a short title that appears at the top of the pages of a paper or published article. The running head is typed flush left at the top of all pages. The running head should not exceed 50 characters, including punctuation and spacing. Using most word processors,

the running head and page number can be inserted into a header, which then automatically appears on all pages.

- I. **Active voice:** As a general rule, use the active voice rather than the passive voice. For example, use “We predicted that ...” rather than “It was predicted that ...”

Order of Pages: [Title Page](#), [Abstract](#), [Body](#), [References](#), [Footnotes](#), [Tables](#), [Figures](#), Appendixes

II. Title Page

- A. **Pagination:** The Title Page is page 1.
- B. **Running Head:** The running head is typed flush left (all uppercase) following “Running head:”
- C. **Key Elements:** Paper title, author(s), institutional affiliation(s), author note.
- D. **Paper Title:** Uppercase and lowercase letters, centered on the page.
- E. **Author(s):** Uppercase and lowercase letters, centered on the line following the title.
- F. **Institutional affiliation:** Uppercase and lowercase letters, centered on the line following the author(s).
- G. **Author Note:** Provide information about the author’s departmental affiliation, acknowledgments of assistance or financial support, and a mailing address for correspondence.
- H. **Example of APA-formatted Title Page:** <http://psychology.vanguard.edu/wp-content/uploads/2010/12/titlepage.pdf>

III. Abstract:

The abstract is a one-paragraph, self-contained summary of the most important elements of the paper.

- A. **Pagination:** The abstract begins on a new page (page 2).
- B. **Heading:** “Abstract” (centered on the first line below the running head)
- C. **Format:** The abstract (in block format) begins on the line following the Abstract heading. The abstract word limit is set by individual journals. Typically, the word limit is between 150 and 250 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words.
- D. **Example of APA-formatted Abstract:** <http://psychology.vanguard.edu/wp-content/uploads/2010/12/abstract.pdf>

IV. Body

- A. **Pagination:** The body of the paper begins on a new page (page 3). Subsections of the body of the paper do *not* begin on new pages.
- B. **Title:** The title of the paper (in uppercase and lowercase letters) is centered on the first line below the running head.
- C. **Introduction:** The introduction (which is not labeled) begins on the line following the paper title.

- D. **Headings:** [Five levels of headings](#) are available to be used to organize the paper and reflect the relative importance of sections. For example, many empirical research articles utilize two levels of headings: Main headings (such as **Method**, **Results**, **Discussion**, **References**) would use Level 1 (centered, boldface, uppercase and lowercase letters), and subheadings (such as **Participants**, **Apparatus**, and **Procedure** as subsections of the Method section) would use Level 2 (flush left, boldface, uppercase and lowercase letters).
- E. **Example of APA-formatted Headings:** <http://psychology.vanguard.edu/wp-content/uploads/2010/12/abstract.pdf>

V. Text citations:

Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. The underlying principle is that ideas and words of others must be formally acknowledged. The reader can obtain the full source citation from the list of references that follows the body of the paper.

- A. When the names of the authors of a source are part of the formal structure of the sentence, the year of publication appears in parentheses following the identification of the authors. Consider the following example:
 Wirth and Mitchell (1994) found that although there was a reduction in insulin dosage over a period of two weeks in the treatment condition compared to the control condition, the difference was not statistically significant.
 [Note: *and* is used when multiple authors are identified as part of the formal structure of the sentence. Compare this to the example in the following section.]
- B. When the authors of a source are *not* part of the formal structure of the sentence, both the authors and year of publication appear in parentheses. Consider the following example:
 Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Gartner, Larson, & Allen, 1991; Koenig, 1990; Levin & Vanderpool, 1991; Maton & Pargament, 1987; Paloma & Pendleton, 1991; Payne, Bergin, Bielema, & Jenkins, 1991).
 [Note: *&* is used when multiple authors are identified in parenthetical material. Note also that when several sources are cited parenthetically, they are ordered alphabetically by first authors' surnames and separated by semicolons.]
- C. When a source that has two authors is cited, both authors are included every time the source is cited.
- D. When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al." are used. Consider the following example:
 Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Payne, Bergin, Bielema, & Jenkins, 1991).
 Payne et al. (1991) showed that ...
- E. When a source that has six or more authors is cited, the first author's surname and "et al." are used every time the source is cited (including the first time).
- F. Every effort should be made to cite only sources that you have actually read. When it is necessary to cite a source that you have not read ("Grayson" in the following example) that is cited in a source that you have read ("Murzynski & Degelman" in the following example), use the following format for the text citation and list only the source you have read in the References list:

Grayson (as cited in Murzynski & Degelman, 1996) identified four components of body language that were related to judgments of vulnerability.

- G. To cite a personal communication (including letters, emails, and telephone interviews), include initials, surname, and as exact a date as possible. Because a personal communication is not “recoverable” information, it is not included in the References section. For the text citation, use the following format:
B. F. Skinner (personal communication, February 12, 1978) claimed ...
- H. To cite a Web document, use the author-date format. If no author is identified, use the first few words of the title in place of the author. If no date is provided, use “n.d.” in place of the date. Consider the following examples:
Degelman (2009) summarizes guidelines for the use of APA writing style.

Changes in Americans’ views of gender status differences have been documented (*Gender and Society*, n.d.).
- I. To cite the Bible, provide the book, chapter, and verse. The first time the Bible is cited in the text, identify the version used. Consider the following example:
“You are forgiving and good, O Lord, abounding in love to all who call to you” (Psalm 86:5, New International Version).
[**Note:** No entry in the References list is needed for the Bible.]

VI. Quotations:

When a direct quotation is used, always include the author, year, and page number as part of the citation.

- J. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Consider the following example:
Patients receiving prayer had “less congestive heart failure, required less diuretic and antibiotic therapy, had fewer episodes of pneumonia, had fewer cardiac arrests, and were less frequently intubated and ventilated” (Byrd, 1988, p. 829).
- K. A lengthier quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin.

VII. References:

All sources included in the References section must be cited in the body of the paper (and all sources cited in the paper must be included in the References section).

- L. **Pagination:** The References section begins on a new page.
- M. **Heading:** “References” (centered on the first line below the running head)
- N. **Format:** The references (with hanging indent) begin on the line following the References heading. Entries are organized alphabetically by surnames of first authors. Most reference entries have the following components:
- O. **Authors:** Authors are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors. When there are eight or more authors, list the first six authors followed by three ellipses (...) and then the final author. If no author is identified, the title of the document begins the reference.

- P. Year of Publication: In parentheses following authors, with a period following the closing parenthesis. If no publication date is identified, use “n.d.” in parentheses following the authors.
- Q. Source Reference: Includes title, journal, volume, pages (for journal article) or title, city of publication, publisher (for book). Italicize titles of books, titles of periodicals, and periodical volume numbers.
- R. Electronic Retrieval Information: Electronic retrieval information may include digital object identifiers (DOIs) or uniform resource locators (URLs). DOIs are unique alphanumeric identifiers that lead users to digital source material. To learn whether an article has been assigned a DOI, go to <http://www.crossref.org/guestquery/>.
- S. **Example of APA-formatted References:** Go to <http://psychology.vanguard.edu/wp-content/uploads/2010/12/references.pdf>
- T. **Examples of sources**
1. **Journal article with DOI** Murzynski, J., & Degelman, D. (1996). Body language of women and judgments of vulnerability to sexual assault. *Journal of Applied Social Psychology, 26*, 1617-1626. doi:10.1111/j.1559-1816.1996.tb00088.x
 2. **Journal article without DOI, print version** Koenig, H. G. (1990). Research on religion and mental health in later life: A review and commentary. *Journal of Geriatric Psychiatry, 23*, 23-53.
 3. **Journal article without DOI, retrieved online** [Note: For articles retrieved from databases, include the URL of the journal home page. Database information is not needed. Do not include the date of retrieval.] Aldridge, D. (1991). Spirituality, healing and medicine. *British Journal of General Practice, 41*, 425-427. Retrieved from <http://www.rcgp.org.uk/publications/bjgp.aspx>
 4. **Book** Paloutzian, R. F. (1996). *Invitation to the psychology of religion* (2nd ed.). Boston, MA: Allyn and Bacon.
 5. **Informally published Web document** Degelman, D. (2009). *APA style essentials*.
 6. **Informally published Web document (no date)** Nielsen, M. E. (n.d.). *Notable people in psychology of religion*. Retrieved from <http://www.psywww.com/psyrelig/psyrelpr.htm>
 7. **Informally published Web document (no author, no date)** *Gender and society*. (n.d.). Retrieved from <http://www.trinity.edu/~mkearl/gender.html>
 8. **Abstract from secondary database** Garrity, K., & Degelman, D. (1990). Effect of server introduction on restaurant tipping. *Journal of Applied Social Psychology, 20*, 168-172. Abstract retrieved from PsycINFO database.
 9. **Article or chapter in an edited book** Shea, J. D. (1992). Religion and sexual adjustment. In J. F. Schumaker (Ed.), *Religion and mental health* (pp. 70-84). New York, NY: Oxford University Press.
 10. **Diagnostic and Statistical Manual of Mental Disorders** American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

VII. Footnotes:

Content footnotes are occasionally used to support substantive information in the text. A content footnote may be placed at the bottom of the page on which it is discussed or on a separate page following the References.

- A. **Pagination:** Footnotes begin on a separate page.
- B. **Heading:** “Footnotes” is centered on the first line below the running head.
- C. **Format:** Indent the first line of each footnote 5-7 spaces and number the footnotes (slightly above the line) as they are identified in the text.
- D. **Example of APA-formatted Footnotes:** <http://psychology.vanguard.edu/wp-content/uploads/2010/12/Footnote.pdf>

IX. Tables:

A common use of tables is to present quantitative data or the results of statistical analyses (such as ANOVA). See the *Publication Manual* (2010, pp. 128-150) for detailed examples. Tables must be mentioned in the text.

- A. **Pagination:** Each Table begins on a separate page.
- B. **Heading:** “Table 1” (or 2 or 3, etc.) is typed flush left on the first line below the running head. Double-space and type the table title flush left (italicized in uppercase and lowercase letters).
- C. **Example of APA-formatted Tables:** <http://psychology.vanguard.edu/wp-content/uploads/2010/12/table.pdf>

X. Figures

A common use of Figures is to present graphs, photographs, or other illustrations (other than tables). See the *Publication Manual* (2010, pp. 150-167) for detailed examples.

- A. **Pagination:** Figures begin on a separate page.
- B. **Figure Caption:** “Figure 1.” (or 2 or 3, etc.) is typed flush left and italicized on the first line below the figure, immediately followed on the same line by the caption (which should be a brief descriptive phrase).
- C. **Example of APA-formatted Figure:** <http://psychology.vanguard.edu/wp-content/uploads/2010/12/figure.pdf>

XII. Appendixes:

A common use of appendixes is to present unpublished tests or to describe complex equipment or stimulus materials.

- A. **Pagination:** Each Appendix begins on a separate page.
- B. **Heading:** If there is only one appendix, “Appendix” is centered on the first line below the manuscript page header. If there is more than one appendix, use Appendix A (or B or C, etc.). Double-space and type the appendix title (centered in uppercase and lowercase letters).
- C. **Format:** Indent the first line 5-7 spaces.

- D. *Example of APA-formatted Appendix:* <http://psychology.vanguard.edu/wp-content/uploads/2010/12/Appendix.pdf>

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APPLYING FOR AN INTERNSHIP

An **internship** is an opportunity to learn about and apply psychological principles out of the classroom and in the field. A faculty member usually serves as the campus coordinator of the internship program. Benefits to serving an internship include: practical on-the-job experience, development of professional and personal confidence/ responsibility/maturity, opportunity to examine a career closely, opportunity to test ideas from the classroom out in the field, opportunity to meet possible employers, enhancement of classroom experiences, learning of what careers do not interest you, development of skills that are difficult to practice in classrooms, college credit, and possible earnings to help offset college expenses. In order to get involved in an internship, talk to the faculty member that is in charge of the internship program at your school. Internships provide valuable opportunities for “realistic job tryouts.”

*some campuses may not have internship opportunities, but may have service learning, peer advising, and paraprofessional programs that you (as an undergraduate student) should inquire about

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology _____
Major. New Jersey: Prentice Hall.

When applying for an internship, try to know as much about the internship site as you can before the interview, including individual names and the details of any ongoing research projects. Since internships have become competitive, you should have clear answers to the following questions when going into the interview.

1. How did you decide on a career in psychology?
2. What are you looking for in a psychology internship?
3. What are your goals for the internship year?
4. What are your strengths/weaknesses as a clinician, tester, supervisee, and as a diagnostician?
5. What do you plan to do once you have finished your training?
6. What is your dissertation topic, and how far along are you on it?
7. What do you look for in supervision?
8. Which of our electives/rotations appeal to you?
9. What will your schedule be like?
10. What is your theoretical orientation?
11. What are your specific clinical interests?
12. Do you have any questions? (Always have at least one question ready)

(1998). Common Interview Questions Asked of Clinical Interns. Common Questions Asked of Interns. Retrieved March 4, 2003 from the World Wide Web: <http://www.socialpsychology.org/internqu.htm>

GRADUATE RECORD EXAMINATION

The GRE is a series of tests administered nationally by the Educational Testing Service that are an important role in getting into Graduate School (along with your GPA and letters of recommendation). There are two versions of the GRE test: paper-based testing and computer-based testing. The paper-based testing has been the most common and is given on a series of national testing dates. The computer-based test is a more modern option. With this option you schedule to take the GRE test at your own convenience and are able to get your unofficial test scores prior to leaving the test center. The computerized version may eventually replace the paper-pencil version.

The GRE measures verbal, quantitative, and analytical developed abilities that have been acquired over a long period of time. The range of the general test measures (verbal, quantitative, and analytical) is from 200 to 800 points. Each individual graduate schools hold different standards for what scores they deem acceptable.

Landrum, E., & Davis, S., & Landrum, T.A. (2000). The Psychology Major. New Jersey: Prentice Hall.

The GRE consist of two three-hour tests: a General Test (which measures verbal, quantitative, and analytical abilities), and a Subject Test (measures understanding of psychological principles and facts).

The average GRE-verbal score is 540 and the average GRE-Q score is 530 among students admitted to graduate programs. The average GRE-V score is 604 and the average GRE-Q score is just under 600 for doctoral programs.

On October 1, 2002 the multiple-choice Analytical Section was replaced by a two-part Analytical Writing Measure. The first part is 45 minutes and requires you to Present Your Perspective on an Issue. The second part is 30 minutes and requires you to Analyze an Argument.

Appleby, D. (2002). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company

It is wise to take the test early. First of all, you can take the GRE more than once if you are not happy with your first score, and you want to be sure that your scores are available by the admission deadline for graduate school. Taking the GRE in October gives you plenty of time to either retake the test and to make sure the scores are in on time.

Hayes L. & Hayes S. A Psychology Student Handbook – Applying to Grad School. How To Apply To Graduate School. Retrieved March 4, 2003 from the World Wide Web: <http://psych.hanover.edu/handbook/applic2.html>

Advice to Job-Seeking Psychology Majors

<http://www.psynt.iupui.edu/Users/dappleby/Undergrad/jobadvice.htm>

- Don't wait until you are a senior to think about what you will put on your resume. Start this process when you are a freshman.
- Do things that will make it easy for people to write good letters of recommendation for you in the future.
- Don't be a loner. Develop a network of people who can help you to learn about and obtain the job you want.
- Try to personalize your education to fit your specific career goals.
- Develop specific career goals as early in your education as possible and then do everything you can to achieve these goals.
- Do some volunteer work or participate in a practicum or internship to gain experience and to make contacts.
- Develop interpersonal skills. If you are shy, do everything you can to overcome your shyness.
- Develop computer and statistical skills.
- Don't just learn things to pass tests. Learn things so that you can apply the knowledge that you learn in the job you want to obtain.
- Learn to become an articulate and persuasive writer and speaker.
- Get involved in extracurricular activities and assume leadership roles in these activities.
- Learn how to deal with stress and how to manage your time.
- Demonstrate to people that you are enthusiastic and motivated by actively seeking opportunities to become involved in activities that will broaden your experience and increase your network of people who can help you to increase your future career possibilities.
- Don't expect a good job to fall into your lap after graduation. Good jobs are a result of hard work, persistence, and planning.
- Realize that the world is full of people who are very different from you, and that you must learn to deal successfully with different kinds of people if you are to be successful.
- Become familiar with the Career Center Office when you are a freshman, and continue to use its services throughout your college career.
- Don't choose electives just because they are easy or offered at a convenient time. Choose electives that will increase your strengths and strengthen your weaknesses.
- Find out what skills, knowledge, and personal characteristics you must have to obtain and succeed in the job you want, and then take advantage of your college opportunities to develop them.

WHERE TO FIND JOB OPENINGS

- Career services office on campus
- Newspaper
- Yellow pages of phonebook

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company.

TIPS TO HELP YOU FIND A JOB

- Bring your own pen
- Dress properly
- Fill out the application completely and correctly. Answer all questions. Have all of your necessary numbers (social security number, phone numbers, etc.) with you when you apply.
- Grammar, penmanship, and spelling are important
- Understand the job description
- Be enthusiastic and ready to work!!!

LETTERS OF RECOMMENDATION SHOULD BE FROM PEOPLE...

- you have worked closely with
- you have known for a while
- who have expertise
- who are well-known, if possible
- who think highly of you and your abilities

***MAKE SURE YOU GIVE THE WRITERS AT LEAST 3-4 WEEKS NOTICE!!!**

RESUME TIPS:

- The first impression counts. If it doesn't interest readers right away, they will most likely not look at it again.
- Make it concise- no more than one page
- Make sure it is MISTAKE-FREE!
- Keep the resume current

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology Major. New Jersey: Prentice Hall.

• Include a cover letter that tells who you are and what you are seeking. Make it professional

Appleby, D. (2003). The Savvy Psychology Major. Iowa: Kendall/Hunt Publishing Company.

INTERVIEW TIPS:

- Dress for the job – do not overdress or look too informal
- Always arrive alone for interview
- Find common ground with employer

- Express your interest in the job (from your research done prior to the interview)
- Let the interviewer direct the conversation
- Answer the questions in a clear and confident way
- Speak positively of former employers
- Do not focus on the salary and benefits – definitely do not bring up in first interview
- If employer brings up salary, be flexible
- If they do not say when you will hear about their decision, ask politely when you could call to follow up
- Thank the employer for the interview and send a thank-you note

COMMON QUESTIONS ASKED DURING AN INTERVIEW

(THINK ABOUT YOUR ANSWERS BEFORE THE INTERVIEW)

- What do you hope to be doing five or ten years from now?
- What made you apply for this particular job with us?
- How would you describe yourself?
- What are your strengths and weaknesses?
- What do you see that you can offer to us and what can we offer to you?
- What are the two or three accomplishments in your life that have given you the greatest satisfaction? Explain.
- Do you work well under pressure and in stressful situations?
- What did you learn as an undergraduate that you think will be helpful on this job?
- Have you ever been in any supervisory or leadership roles?
- What types of activities and extracurricular interests do you have? What do you like to do in your spare time?
- What other jobs are you applying for?
- Tell me some things I should know about you.

Landrum, E., & Davis, S., & Landrum, T.A. (2007). The Psychology Major. New Jersey: Prentice Hall.

PSYCHOLOGY WEB RESOURCES

The following web sites are hot-linked at **The Psychology Major's Handbook** web site at

<http://info.wadsworth.com/kuther>

American Psychological Association

The web site for the American Psychological Association, the largest professional organization for psychologists.

<http://www.apa.org>

About Psychology

<http://psychology.about.com>

Shelly Wu, about.com's guide to psychology, regularly provides articles about all areas of psychology and maintains the most up-to-date psychology links on the Internet.

Psychology: Scientific Problem Solvers...Careers for the 21st Century

<http://www.apa.org/students/brochure/index.html>

This online brochure, from the American Psychological Association, provides an excellent overview of the diverse fields within psychology, complete with interviews with established professionals in each field.

Psych Web

<http://www.psywww.com/index.html>

This web site is a portal to psychology-related material for students and professors. You'll find links to pages on careers in psychology, psychological classics on the web, and a plethora of web sites devoted to psychology.

Career Assessment

http://www.quintcareers.com/career_assessment.html

This is an excellent and comprehensive site with articles, tools, and other resources for assessing our career interests.

Self-Directed Search

<http://www.self-directed-search.com>

Available for a fee, this self-report questionnaire assesses your personality type according to Holland's theory.

Career Key

<http://www.careerkey.org/english/>

The Career Key is a free web site with assessments to help you with career choices, career changes, career planning, job searches, and choosing a college major or training program.

Psych Web Resources

[APA Style Resources](#)
Places to get information

[Books](#)
Full-length classics on-line

[Brochures](#)
Online pamphlets

[Careers in Psychology](#)
by Marky Lloyd

[Departments Psychology](#)
Departments on the Web

[PAI: Psychology, An Introduction](#)
by Russ Dewey

[Psychology of Religion](#)
by Michael Nielsen

[Scholarly Resources](#)
In order by topic

[Self-Help Resources](#)
Information about psychological disorders

[Self-Quiz for Introductory Psychology](#)
by Russ Dewey

[Sport Psychology](#)
with Karlene Sugarman, M.A.

Welcome to Psych Web!



Welcome to Psych Web! This Web site contains lots of psychology-related information for students and teachers of psychology. Browse through the subdivisions of the site on the left, or if you know the proper keywords for your topic, try a site-specific Google search below:

Google™
Custom Search

What's New

[08/05/2011] Time flies and another school year is about to begin. More students are renting textbooks or using online versions. Within the past year tablet computers arrived. Last May [Amazon reported](#) they are selling more ebooks than print books. Can anyone doubt the direction in which the high school and college textbook market must move? Last week I received my first email request for a Kindle version of the introductory psychology textbook on this site, [Psychology: An Introduction](#). Would that be tempting at 95 cents per chapter, if a free ad-supported version remained here on the web? Write to me at psywww@gmail.com and let me know. —*Dr. Dewey*

[10/29/2010] More people are using the free intro book at this site, which is great, but we exceeded our bandwidth allocation and were briefly offline. Tom, the guy who runs our web hosting service, responded by doubling the bandwidth at no charge. That is actually typical. The service at TRKhosting.com is impeccable. Thanks, Tom.

[08/31/2010] A new school year begins. One result is a big jump in the numbers of visitors to Psych Web. Welcome to students everywhere! (Special thanks for the friendly emails from China, India, Iran, Singapore, Fiji Island, Papua New Guinea, South Africa, UK, Canada, Mexico, not to mention the good old U.S.A.). If you are using the free online intro psych textbook, [Psychology: An Introduction](#) or just have general questions about psychology, feel free to write to me at psywww@gmail.com with questions or comments.

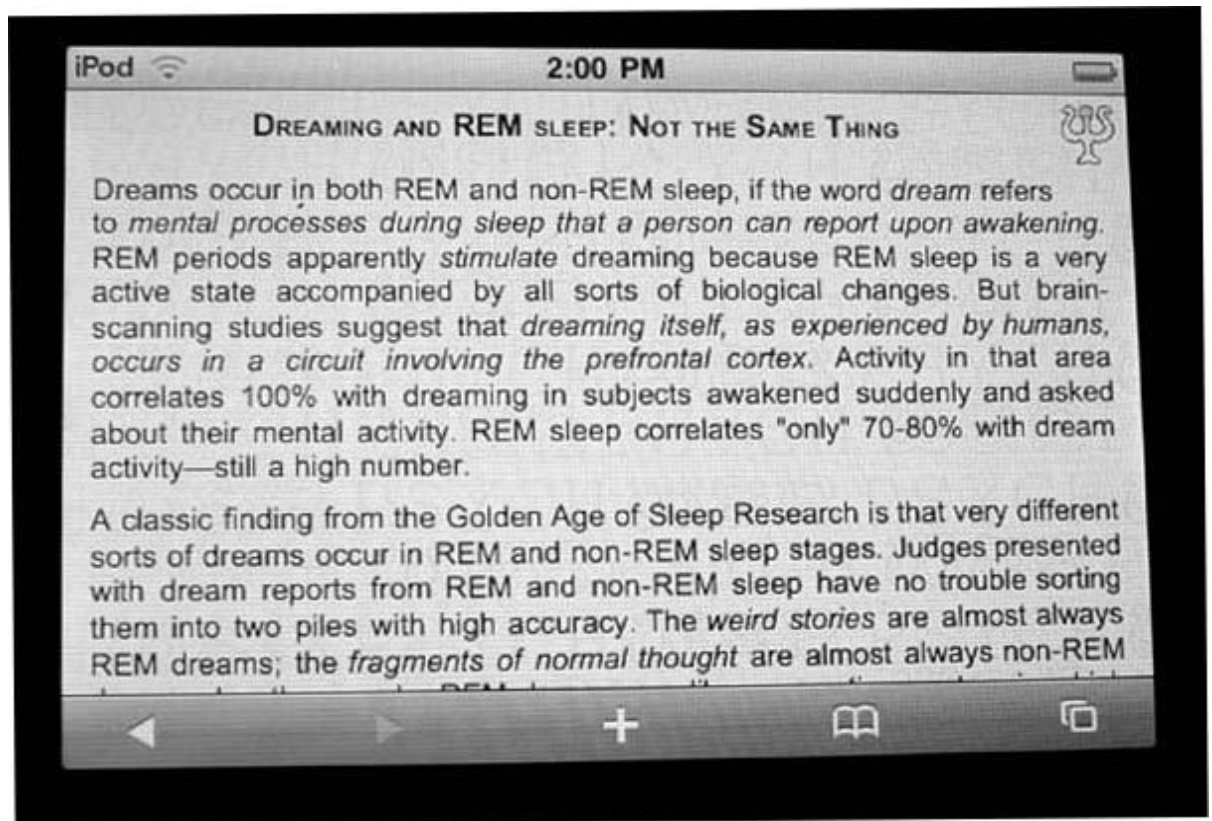
[08/12/2009] I noticed two interesting articles about online textbooks last week. First, the *New York Times* had a story: "[In a Digital Future, Textbooks are History](#)." Then the *Wall Street Journal* had an article titled, "[Textbooks Offered for iPod, iPhones](#)."

The *Wall Street Journal* article included a skeptical comment by an executive: "Nobody is going to use their iPhone to do their homework..." But that is wrong! A month earlier I received an email from a student who was studying my online introductory psychology textbook, [Psychology: An Introduction](#), on his iPhone. He said it was easy. And it is!



First visit intropsych.com and, if you are using a portable device, bookmark the site so you don't have to type out the address every time. Here's the intropsych.com home page on the iPod Touch browser. (If you plan on reading the whole 700+ page textbook, wedge a miniature cat between your fingers for comfort.)

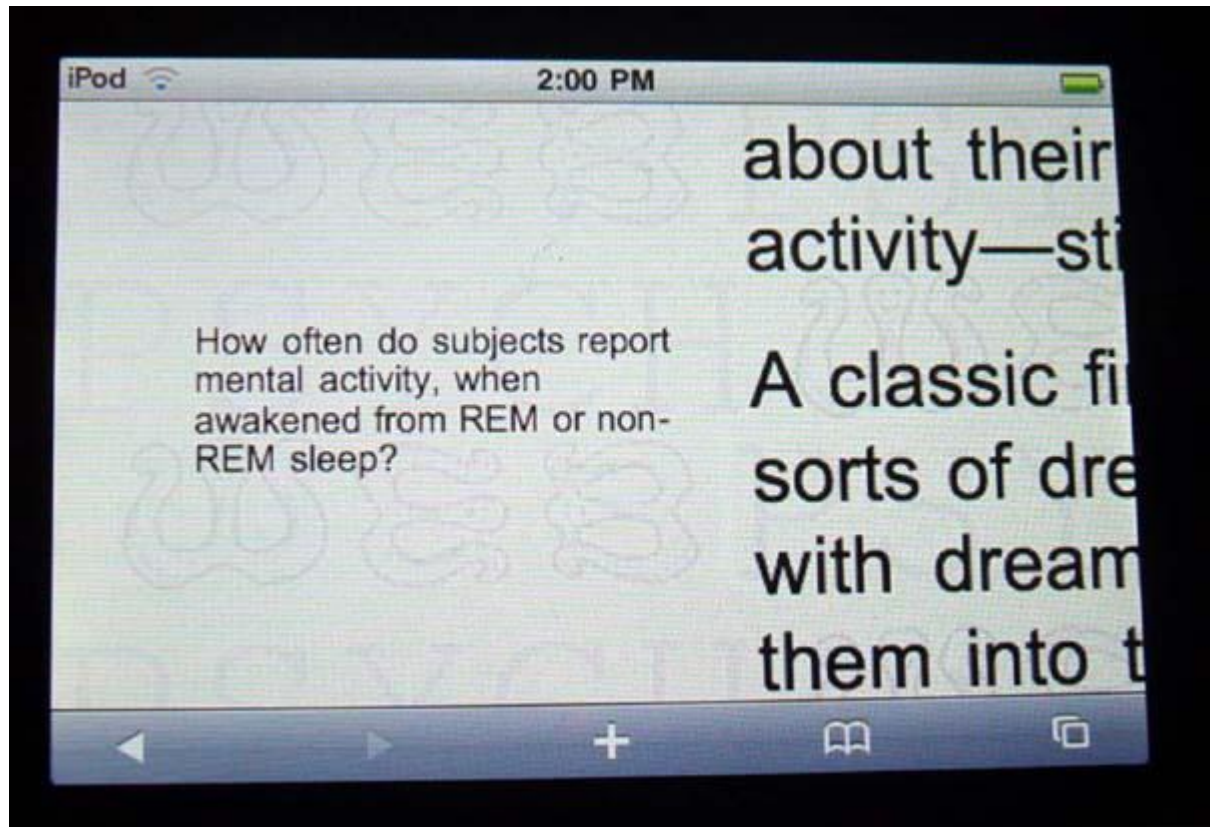
Now rotate the iPhone or iPod Touch to give a wide view, and double-tap on the text column to expand it. This is familiar web browsing technique for iPhone or iPod Touch users. Other portable devices with touch-screen browsers will probably work in a similar way. The result is a very readable text column.



By a happy coincidence, the iPhone/iPod Touch technique encourages the [optimal studying approach](#) I recommended in Chapter Zero of the intropsych.com textbook. First read without

using the questions. Then, when it is time to test your memory for specifics, go back and review the questions *without looking at the text* to see if you can recall the answers from memory.

That happens naturally on the iPod Touch or the iPhone. When reading the text column, the questions are out of sight, the way they should be. To see the study questions, you zoom out to a full page view (double-tap the screen) then double-tap on a study question. Then you can see the question, but you cannot see the answer.



The answer is nearby, in the text column to the right. First you truly test yourself (by not having the answer visible in your peripheral vision) then, if you need to double-check on the answer, double-tap the text column to see it.

[01/02/2009] My colleague Mike Nielsen successfully used intropsych.com for his introductory psychology class at Georgia Southern University during spring, summer, and fall term 2008. The students gave it high ratings, although a few did not like reading on the computer.

[09/03/2007] A complete, 725 page [introductory psychology textbook](#) has been added to the site. I have planned this for years, and I spent all summer getting it ready! Mike Nielsen (author of the Psychology of Religion site here on Psych Web) is using the book in his introductory psychology class at Georgia Southern this term. The presence of this book almost doubles the number of content pages on Psych Web. I have many updates to make to it, and I will be working on those during the coming months. In the meantime, check it out

and let me know if you find any problems such as broken links and (inevitably) typos or other errors. [People have done that, and it has been very helpful.]

[06/03/2007] I have updated various pages with about 50 new links and corrections suggested by e-mail correspondents.

[01/12/2007] All 80 link pages in the [Scholarly Resources](#) and [Self-Help](#) sections have been updated.

[10/26/2006] If you haven't checked out [Mike Nielsen's Psychology of Religion page](#), take a look; he has a great blog, too.

[01/15/2006] I have updated all pages of the [Self Help](#) section on Psych Web. In addition, I have discontinued the "Commerce" section and moved several of its pages into other sections. Here are links to the new locations of pages about [biofeedback](#), [licensure](#), [software](#) for psychologists, [test publishers](#), and [therapist finder sites](#).

[03/23/2005] Check out the list of "best online tests" (all free) on the [Testing and Assessment](#) page of Scholarly Psychology Resources on the Web.

[09/09/2004] I have tweaked the [APA format crib sheet](#), making a few improvements in the final section which discusses reference formats.

[04/17/2004] I have reorganized the [Self-Help section of Psych Web](#). Now there are pages devoted to each disorder. The amount of great, interesting material "out there" made this task enjoyable.

[03/10/2004] The [Dream FAQ](#) has been updated. Todd Stark wrote in May, 2009, to point out he was the author of the original Dream FAQ as it appeared in usenet groups in the early 1990s. Todd can be reached at todd.stark@proactiveusa.com. He offers his blessings for this update of the Dream FAQ. The Dream FAQ is part of [Jouni Smed's Altered States of Consciousness web site](#) which has been mirrored here on Psych Web since 1995. The Dream FAQ is a good source of basic knowledge about dreams. I added editorial comments (which you can easily spot, because they are always *in italics*) to bring it up to date. Jouni's site also has excellent, thorough sections on [hypnosis](#), [lucid dreaming](#), and [out-of-body experiences](#).

--Russ Dewey

Thank you for visiting Psych Web. If you have comments or corrections regarding the contents of Psych Web documents, please send e-mail. This is the Psych Web home page, <http://www.psywww.com>. Psych Web was created by Russell A. Dewey, PhD. Write to Dr. Dewey at psywww@gmail.com.



Encyclopedia of Psychology

[Top](#) : Career

[\[Home\]](#) [\[Add a Site\]](#) [\[Modify a Site\]](#) [\[New\]](#) [\[Popular\]](#) [\[Random Site\]](#) [\[Search\]](#)

Links:

- [A Guide to Getting Into Graduate School](#) **pop**
What every psychology student should know about applying to graduate school.
URL: <http://www.apa.org/students/student3.html>
(Added: 5-Jan-2000 Hits: 104013)
- [ABA's Job Placement Services](#) **pop**
ABA helps match employers with qualified job applicants in behavior analysis through the Job Placement Service (JPS).
URL: <http://apps.abainternational.org/start/Jobs.aspx?Mode=General>
(Added: 18-Feb-2000 Hits: 27333)
- [Accredited Doctoral Programs in Professional Psychology](#) **pop**
A list of schools that have applied for and received accreditation by APA's Committee on Accreditation.
URL: <http://www.apa.org/ed/doctoral.html>
(Added: 21-Dec-1998 Hits: 26460)
- [Accredited Internship and Postdoctoral Programs](#) **pop**
Here is a listing of internship accredited by the American Psychological Association.
URL: <http://www.apa.org/ed/intern.html>
(Added: 1-Mar-1999 Hits: 12193)
- [APA Careers for the 21st Century](#) **pop**
This online brochure is a joint project of the Education Directorate and the Office of Public Communications. It is intended to help answer your questions about what working in psychology is like and what educational requirements are needed. This brochure covers the differences among the various degrees available in psychology, types of careers, and what psychologists do.
URL: <http://www.apa.org/students/brochure/index.html>
(Added: 11-Feb-1999 Hits: 66263)
- [APA Research Office - Data on Education and Employment](#) **pop**
APA Research Office data on baccalaureate, master's, and doctoral level psychology. Also salary data for graduate level faculty and psychologists.
URL: <http://research.apa.org/data.html>
(Added: 3-Sep-2000 Hits: 15230)
- [APS - Job Listings](#) **pop**
A searchable database of job listings that appeared in the American Psychological Society (APS) Observer.
URL: <http://www.psychologicalscience.org/jobs/>

(Added: 18-Feb-2000 Hits: 30660)

- [Association of State and Provincial Psychology Boards \(ASPPB\)](#)
Association of 62 psychology licensing boards in the U.S. and Canada. Site provides information on licensure, the licensing exam in psychology, and professional mobility for psychologists.
URL: <http://www.asppb.org>
(Added: 10-May-2000 Hits: 5013)
- [Careers in Animal Behavior](#)
Most scientists directly involved in animal behavior are found within two disciplines: Ethology and comparative psychology. These disciplines overlap greatly in their goals, interests, and methods. Ethologists usually are trained in departments of biology, zoology, entomology, wildlife, or other animal sciences, whereas most comparative psychologists are trained in psychology departments.
URL: <http://www.indiana.edu/~animal/help/careers.html>
(Added: 21-Mar-2000 Hits: 9506)
- [Careers in Psychology pop](#)
Some psychology majors enter the world of work immediately after graduation, while others continue their education to prepare for more specialized employment. This page will help both groups prepare for, obtain, and succeed in the careers to which they aspire.
URL: <http://www.lasierra.edu/departments/psychology/careers/careerspsyc.html>
(Added: 1-Mar-1999 Hits: 102252)
- [Chronicle of Higher Education: Career Network](#)
Psychology job listings from the Chronicle of Higher Education.
URL: <http://chronicle.com/jobs/>
(Added: 5-Nov-2000 Hits: 5161)
- [Dr. Lynn Friedman's career info for psychology undergraduates and graduate students](#)
Career guidance for psychology undergraduates, graduate students and psychologists. Provides tips for getting into graduate school, securing research, teaching & clinical experiences.
URL: <http://www.drlynnfriedman.com/psychologylife.html>
(Added: 22-Feb-2008 Hits: 2748)
- [Gradschools.com Directory of Graduate Programs](#)
Psychology.Gradschools.com is an up to date online directory of graduate and doctorate programs. The programs are searchable by school, state or country.
URL: <http://www.gradschools.com/programs/social-behavioral-sciences>
(Added: 7-Jan-1999 Hits: 7611)
- [Graduate Psychology School](#)
Tips and information on gaining entrance to the top psychology grad schools.
URL: <http://www.graduatepsychologyschool.com/>
(Added: 24-Apr-2006 Hits: 3297)
- [Graduate School & Careers in Psychology pop](#)
Information and issues for Undergraduates in planning their graduate school and subsequent careers.
URL: <http://www-usr.rider.edu/~suler/gradschl.html>
(Added: 25-Nov-1998 Hits: 15487)
- [Graduate Study in Psychology](#)
Tips for students interested in psychology graduate school.

URL: <http://www.geocities.com/Heartland/Flats/5353/classes/graduatestudy.html>
(Added: 30-Aug-2003 Hits: 7516)

- [GRE OnLine](#)
The Graduate Record Examinations (GRE) Program provides tests, publications, and services that assist graduate schools and departments in graduate admissions activities, guidance and placement, program evaluation, and selection of fellowship recipients.
URL: <http://www.gre.org/>
(Added: 27-Nov-1998 Hits: 3832)
- [Healthcare Employment Resources](#)
Wealth of resources for the psychology, healthcare and medical professionals in career searches.
URL: <http://www.pohly.com/links.html>
(Added: 8-Apr-2000 Hits: 5537)
- [Higher Education Jobs](#)
Jobs in higher education. Faculty and administrative positions at colleges and universities. Updated daily. Free to job seekers.
URL: <http://www.higheredjobs.com/>
(Added: 25-Jan-2006 Hits: 1738)
- [Human Services Career Network](#)
Human Services Career Network- www.HSCareers.com is a national employment website devoted solely to the Social Service/Human Service Professional. Job seekers can post and edit their resume, search for available job opportunities, and conduct field specific research. Human Service/Social Service employers can post and edit unlimited job opportunities, search a candidate database, and highlight their organization to thousands of job seekers nationwide.
URL: <http://www.HSCareers.com>
(Added: 13-Mar-2002 Hits: 4307)
- [Jobs In Psychology.com](#) **pop**
Our site offers members thousands of psychology jobs nationwide, resume building services, career advice, hundreds of contacts, free postings for employers, and much more.
URL: <http://JobsInPsychology.com/>
(Added: 11-Apr-2003 Hits: 18286)
- [Letters of Recommendation](#)
Virtually all graduate schools request one or more (typically three) letters of recommendation from faculty who know you well. These letters are extremely important and should not be treated lightly.
URL: <http://www.uwsp.edu/psych/reco.htm>
(Added: 11-Dec-1998 Hits: 3101)
- [Marky Lloyd's Careers in Psychology Page](#)
Careers in Psychology page : helps undergraduate students learn what they can do with a degree in psychology.
URL: <http://www.psywww.com/careers/index.htm>
(Added: 19-Jan-1999 Hits: 9611)
- [Non-Academic Careers for Scientific Psychologists](#)
Provides statistics on careers in psychology in non-academic areas for research-trained psychologists. Includes pie chart showing breakdowns by various job sectors. Links to articles and information for and about scientific psychologists.
URL: http://www.apa.org/science/nonacad_careers.html

(Added: 26-Aug-2000 Hits: 4553)

- [Occupational Outlook Handbook pop](#)
Information from the Bureau of Labor Statistics on career opportunities in Psychology.
URL: <http://stats.bls.gov/oco/ocos056.htm>
(Added: 25-Nov-1998 Hits: 11613)
- [Online Directory of Psychology Degree Programs](#)
Search our hand-compiled online directory of psychology degree programs from 1,661 colleges and universities across the US, and learn about online education and psychology career paths.
URL: <http://www.onlinepsychologydegrees.com/>
(Added: 2-Nov-2010 Hits: 150)
- [Online Psychology Career Center pop](#)
The Online Psychology Career Center is designed to be a one-stop resource for psychology students and professionals.
URL: <http://www.socialpsychology.org/career.htm>
(Added: 20-Jan-1999 Hits: 13894)
- [Psyccareers.com : Your psychology career resource](#)
An APA psychology career resource. Allows job seekers to create and post a resume. Employers can search the resume database.
URL: <http://psyccareers.apa.org/>
(Added: 9-Nov-2002 Hits: 5357)
- [Psychology Degree Guide](#)
The most comprehensive and searchable database of 6,000 psychology degree programs on the internet.
URL: <http://psychologydegreeguide.org/>
(Added: 6-Jul-2010 Hits: 361)
- [Psychwatch Job Listings](#)
Provides a listing of position announcements in Psychiatry, Psychology, and Mental Health fields. Updated weekly.
URL: http://www.psychwatch.com/job_page.htm
(Added: 3-Sep-2000 Hits: 5802)
- [Pursuing Psychology Career Page](#)
There are many careers and job resources on the net. This is just a sampling of a few sites that will lead you to many others.
URL: <http://www.uni.edu/walsh/linda1.html>
(Added: 28-Jan-1999 Hits: 8801)
- [SaiCareers.com](#)
Free career information, tools, and resources on a wide range of career topics, from resume writing and career management to job search and networking.
URL: <http://www.saicareers.com>
(Added: 2-Dec-2006 Hits: 822)
- [Size of the Job Market by Area of Psychology](#)
Want to know what the job market looks like in a specific area of experimental psychology? This page contains a breakdown of job advertisements appearing in the APS Observer Employment Bulletin between 1991-1996.
URL: <http://www.socialpsychology.org/market.htm>
(Added: 3-Sep-2000 Hits: 5958)
- [U.S. Department of Education - FAFSA On The Web](#)

An online form for applying for Federal student aid.
URL: <http://www.fafsa.ed.gov/>
(Added: 17-Dec-1998 Hits: 1520)

Search

[More search options](#)

Credits



[About this site](#)

Pages Updated On: 25-Jul-2011 - 21:29:16
Links Engine 2.0 By: [Gossamer Threads Inc.](#)

Education Directorate: Frequently Asked Questions

AREAS OF INTEREST:

EATING DISORDERS

- APA Books
[\(http://www.apa.org/books/\)](http://www.apa.org/books/)
- APA Divisions
<http://www.apa.org/about/division.html>
- Continuing Education
www.apa.org/ce/homepage.html

FEMINIST ISSUES

- APA Division on Psychology of Women (35)
www.apa.org/about/division/div35.html
- APA Women's Programs Office
[Email](#)

FORENSIC PROGRAMS

- APA Graduate Study in Psychology publication
<http://www.apa.org/books/>
- APA Division 41 American Psychology Law Society
<http://www.apa.org/about/division/div41.html>

SPORT PSYCHOLOGY

- APA Division 47 -- Exercise and Sport Psychology
<http://www.apa.org/about/division/div47.html>

SUBSTANCE ABUSE

- APA Books
(<http://www.apa.org/books/>)
- APA Divisions List
(<http://www.apa.org/about/division.html>)
- APA Practice Directorate
(<http://www.apa.org/practice>)
- Continuing Education Workshops/Independent Study
(<http://www.apa.org/ce/>)

CAREERS

- APA Books
(<http://www.apa.org/books/>)
- APA Divisions of Psychology
(<http://www.apa.org/about/division.html>)
- APA Research Office
(<http://research.apa.org/>)
- APA Science Directorate
(<http://www.apa.org/science/>)
- Career Resources in Psychology
(<http://www.apa.org/students/careers/>)
- Commission on Professionals in Science and Technology (CPST)
(<http://www.cpst.org>)
- Psychology Careers for the 21st Century
(www.apa.org/students/brochure)

DISTANCE LEARNING PROGRAMS

(The following sites are not endorsed by APA, but contain information on Distance Programs.)

- Social Psychology Network

<http://www.socialpsychology.org>)

- Distance Education at a Glance
<http://www.uidaho.edu/evo/distglan.html>)
- Journal of Library Services for Distance Education
<http://www.westga.edu/library/jlsde>)
- U.S. Distance Learning Association
<http://www.usdla.org/>)
- Federal Resources for Educational Excellence
<http://www.ed.gov/free>)

FINANCIAL AID INFORMATION

- Education Directorate
<http://www.apa.org/ed/grants.html>) <
- Loan Repayment/Loan Forgiveness Program
<http://www.bphc.hrsa.dhhs.gov/nhsc/>)
- Science Directorate
<http://www.apa.org/science/infostu.html>)
- American Association of University Women
<http://www.aauw.org/>)

GRADUATE EDUCATION AND TRAINING

- APA Office of Consultation and Accreditation
<http://www.apa.org/ed/accred.html>)
- Graduate Study in Psychology publication
www.apa.org/books/4270080.html)

LICENSURE AND CERTIFICATION IN PROFESSIONAL PSYCHOLOGY

- APA Practice Directorate
<http://www.apa.org/practice/licnet.html>)

- Association of State and Provincial Psychology Boards (ASPPB)
(www.asppb.org)

POSTDOCTORAL EDUCATION AND TRAINING

- APA Office of Consultation and Accreditation
(<http://www.apa.org/ed/accred.html>)
- APA Continuing Education Office
(<http://www.apa.org/ce/homepage.html>)
- Association of Psychology Postdoctoral and Internship Centers <
(www.appic.org)

RANKING PROGRAMS

(The following sites are not endorsed by APA, but contain information on program ranking.)

- National Research Council
(<http://www.nrc.edu>)
- Wesleyan University
(<http://www.socialpsychology.org>)

UNDERGRADUATE EDUCATION AND TRAINING

- Undergraduate Psychology and Teaching in 2- and 4-year Institutions
(<http://www.apa.org/ed/ugrad.html>)
- Heritage Online
(<http://www.hol.edu/>)

Ethical Principles

Psychologists are guided by ethical principles that ensure that the work they do is always honest and in the best interest of others. The following sections outline some of those ethical principles.

PREAMBLE TO ETHICAL PRINCIPLES OF PSYCHOLOGISTS

Psychologists have an ethical code (Ethical Principles of Psychologists, APA, 1992) and a book for the interpretation and application of the code in specific situations (e.g., Ethical Conflicts in Psychology, APA, 1995). This code specifies the manner in which scientific research is conducted and services to clients are rendered. The preamble to this code is presented below to familiarize students with the nature of this publication.

Psychologists work to develop a valid and reliable body of scientific knowledge based on research. They may apply that knowledge to human behavior in a variety of contexts. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. Their goal is to broaden knowledge of behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. Psychologists respect the central importance of freedom of inquiry and expression in research, teaching, and publication. They also strive to help the public in developing informed judgments and choices concerning human behavior. This Ethics Code provides a common set of values upon which psychologists build their professional and scientific work.

This code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic set of ethical standards for a psychologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each psychologist supplements, but does not violate, the Ethics Code's values and rules on the basis of guidance drawn from personal values, culture, and experience.

THE SIX GUIDING ETHICAL PRINCIPLES OF PSYCHOLOGISTS

The following principles are quoted directly from Ethical Principles of Psychologists (APA, 1992).

Principle A: Competence

Psychologists strive to maintain high standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. Psychologists are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, psychologists exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Psychologists make appropriate use of scientific, professional, technical, and administrative resources.

Principle B: Integrity

Psychologists seek to promote integrity in the science, teaching, and practice of psychology. In these activities psychologists are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. Psychologists strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles. Psychologists avoid improper and potentially harmful dual relationships.

Principle C: Professional and Scientific Responsibility

Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different populations. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of their patients, clients, or other recipients of their services. Psychologists' moral standards and conduct are personal matters to the same degree as is true for any other person, except as psychologists' conduct may compromise their professional responsibilities or reduce the public's trust in psychology and psychologists. Psychologists are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for People's Rights and Dignity

Psychologists accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. Psychologists are aware of cultural, individual, and role differences, including those due to age, gender race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

Principle E: Concern for Others' Welfare

Psychologists seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, psychologists weigh the welfare and rights of their patients or clients, students, supervisees, human research participants, and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Psychologists are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

Principle F: Social Responsibility

Psychologists are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of psychology in order to contribute to human welfare. Psychologists are concerned about and work to mitigate the cause of human suffering. When undertaking research, they strive to advance human welfare and the science of psychology. Psychologists try to avoid misuse of their work. Psychologists comply with the law and encourage the development of law and social policy that serve the interests of their patients an clients and the public. They are encouraged to contribute a portion of their professional time for little or no personal advantage.

Ethical Principles in the Conduct of Research with Human Participants

The following general principle and its ten sub-principles are quoted directly from Ethical Principles in the Conduct of Research with Human Subjects (APA, 1982, p.5-7. Copies of this publication are available in the psychology office and the college library.

General Principle: The decision to undertake research rests upon a considered judgement by the individual psychologists about how best to contribute to psychological science and human welfare. Having made the decision to conduct research, the psychologists considers alternative directions in which research energies and resources might be invested. On the basis of this consideration, the psychologist carries out the investigation with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants.

- In planning a study, the investigator has the responsibility to make careful evaluation of its ethical acceptability. To the extent that the weighing of scientific and human values suggests a compromise of any principle, the investigator incurs a correspondingly serious obligation to seek ethical advice and to observe stringent safeguards to protect the rights of human participants.
- Considering whether a participant in a planned study will be a “subject at risk” or a “subject at minimal risk,” according to recognized standards, is of primary ethical concern to the investigator.



SEARCH

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Divisions

APA's 54 divisions are interest groups organized by members. Some represent subdisciplines of psychology (e.g., experimental, social, or clinical) while others focus on topical areas such as aging, ethnic-minorities, or trauma. APA members, and even non-members, can apply to join one or more divisions, which have their own eligibility criteria and dues. In addition, each division has its own officers, web site, publications, listservs, awards, convention activities, and meetings.

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 2. [Society for the Teaching of Psychology](#)
 3. [Experimental Psychology](#)
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ADDITIONAL INFORMATION SOURCES

- American Psychological Association
Research Office and Education in Psychology and Accreditation Offices
750 1st St. NE., Washington, DC 20002.
Internet: www.apa.org
- National Association of School Psychologists
4030 East West Hwy., Suite 402
Bethesda, MD 20814
Internet: www.nasponline.org
- Association of State and Provincial Boards
P.O. Box 241245
Montgomery, AL 36124-1245
Internet: www.asppb.org

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