Welcome to Psychology! Your decision to major or minor in psychology at Bowling Green State University (BGSU) is an important one. We hope you will find that the study of psychology is interesting and rewarding. The discipline is currently so broad, and covers such a wide spectrum of activities, that you will have many opportunities to find a "niche" that will be especially suited to your own interests and educational needs. This handbook is designed to provide you with some information about the facilities and faculty of the department, the psychology major at BGSU, the discipline of psychology and about options that are open to you.

**Physical facilities and faculty**

**The building:** The Psychology Department is housed in the five story Psychology Building, which was designed especially for psychology instruction and research. The building is located on the far north end of the BGSU campus just across a parking lot from the Offenhauer Towers.

The first floor of the building contains classrooms, office space for faculty and graduate students, a computer lab for instruction (Room 103), an open computer lab (Room 120), the Undergraduate Advising Office (Room 138), and the undergraduate student lounge (Room 131). Feel free to use the lounge to study or hang out.

The second floor contains faculty and graduate student offices and the department’s Main Office (Room 206). Vending machines and several bulletin boards of general interest are also located on the second floor.

The third floor also contains faculty and graduate student offices, as well as the Psychological Services Center, the Institute for Psychological Research and Application (IPRA), and the J. P. Scott Center for Neuroscience conference room.

The fourth floor houses laboratories for conducting research in a variety of areas of psychology, including addiction, behavioral medicine, cognitive science, developmental psychology, and family interaction.

The fifth floor is dedicated to research in behavioral neuroscience, which involves studying animals. Access to the fifth floor and its histological, radiological, biochemical, electrophysiological, and surgical suites is restricted.

**The faculty:** Twenty-five full-time faculty, representing seven major specialties in psychology (clinical, cognitive, developmental, industrial-organizational, neuroscience, quantitative and social) maintain diverse ongoing research programs leading to publication in scholarly journals. Many faculty are (or have been) recipients of extramural research grants, journal editors or members of editorial boards, elected or appointed to officer positions in national scholarly organizations, and expert reviewers to granting agencies.

The scholarly achievements of many of the psychology faculty were instrumental in the founding of a Sigma Xi chapter at
BGSU. All full-time faculty possess the Ph.D. degree and are involved in the undergraduate program as course instructors, career advisors, and research sponsors. Most of our lower-division courses are regularly taught by senior level faculty, and several departmental faculty have authored text books appropriate for undergraduate instruction. A listing of the current faculty, their contact information, research interests and the undergraduate courses typically taught may be found on pages 31-36 in this handbook.

Some additional data: The Department of Psychology currently enrolls 121 graduate students, 518 undergraduate majors and 151 undergraduate minors. As such we are one of the largest departments on campus. Further, the department has been recognized for its excellence in education several times, having received two Academic Challenge awards, a Program Excellence award, and an Eminent Scholar award. The competition for these awards was across all disciplines and all state supported institutions in Ohio.

Additionally, faculty in the department have been recognized by national organizations for their accomplishments as well as those who have attained international prominence in their respective specialty areas within psychology.

Degrees Offered at Bowling Green State University

Bowling Green State University offers you a choice between attaining either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree while majoring in psychology. The requirements for the two degrees differ, so you should talk with your advisor about which degree program is best for you. A summary of the requirements for the BA and BS degrees for the typical student is presented next. For all the specifics, refer to the Undergraduate Catalog at http://www.bgsu.edu/catalog.html

Students should try to complete the BGS Perspective (BGP) requirements, listed on pages 35 & 36, and college requirements, listed on pages, listed on pages 37-44, by the end of their fifth semester, leaving the remaining three semesters to focus on requirements for the major and minor. We recommend that General Psychology (PSYC 1010) be taken during the first year, as well as any MATH courses that may be necessary for you to take before you take Quantitative Methods I (PSYC 2700). Talk to your advisor to see what math classes you may be required to take.

BA IN PSYCHOLOGY
College Requirements

English Composition
Completion of GSW 1120 by the end of the first-year (or AP credit for GSW 1120 if applicable).

Foreign Languages
Proficiency in a language, which is typically accomplished by:
1. Completing four years of the same language in high school; or
2. Completing one of the course sequences listed on page 37 of this handbook.

Note: Credit toward a degree is not granted for foreign language courses that duplicate more than two years of high school study.
Science and Math
Completion of one natural science lab course listed on page 38.

Psychology majors must either take MATH 1150, or MATH 1220, or score at least 32 on the placement test before taking PSYC 2700.

Multidisciplinary Component (MDC)
Completion of four courses selected from approved offerings on pages 37-44, in consultation with an advisor and a faculty mentor. Each course must have a different subject prefix with at least two courses at 3000/4000 level. MDC component courses may not fulfill major, minor, or BGP requirements.

BS IN PSYCHOLOGY
College Requirements

English Composition
Same as BA requirement.

Foreign languages
Same as BA requirement.

Lab Science
Completion of laboratory sequence BIOL 2040 and BIOL 2050 as described below.

Quantitative Literacy
MATH 1310 (or MATH 1340 & 1350)

Multidisciplinary Component
Same as BA requirement.

The Psychology Major

For both the BA and BS degrees, students must complete PSYC 1010 (General Psychology), PSYC 2700 (Quantitative Methods I), PSYC 2900 (Introduction to Laboratory Methods in Psychology) and 2 3000-level psychology laboratories (choose from among 3130, 3200, 3210, 3220, 3280, 3290, 3320, 3330, 3580, 3810 [see pages 24-28 for descriptions of these courses]). In addition, you must take at least one course in three of the six specialty areas within psychology; see the BA and BS check sheets, pages 45-48 for details. Finally, you must also complete additional upper-level coursework in psychology to bring the total hours of PSYC courses up to at least 36 hours.

The BS degree has PSYC 3700 (Quantitative Methods II), and the laboratory sequence of BIOL 2040 (Concepts in Biology I) and BIOL 2050 (Concepts in Biology II) as additional requirements.

All Psychology majors must also complete a minor. There are three ways to satisfy this requirement. One option is to complete the requirements for a departmental minor or science minor that are listed in the undergraduate catalog. Another is to obtain a cognate minor by completing the requirements listed in the check sheets (see pages 46 & 48). A third option is to develop an Individualized Planned Minor (IPM). Guideline for preparing an IPM is available from the Undergraduate Advising Office, 138 Psychology.

Students may not take courses in their major or minor S/U. PSYC 3900 and PSYC 4900 are exempt from this policy.

Specialty Areas Within Psychology

This section of the handbook describes the major areas of psychology that are represented by faculty in the department. If you are interested in a particular area, or even think you might be interested,
you should talk to faculty in that area. You may find out who is in what area by consulting the list of faculty interests on pages 29-34. Try to do this as early in your career as possible so you can discuss which courses to take, job possibilities, etc.

Note that the Department of Psychology does not require that you specialize in a particular area within psychology. We list them here only to inform you of the depth and the breadth in the discipline that it is possible to pursue at BGSU.

**Clinical Psychology**

Clinical psychology is the most popular area of psychology. Most clinical psychologists work with people who are in emotional or psychological distress, helping them cope with their problems by providing psychotherapy. Depending upon their graduate training, clinical psychologists may provide therapy to individuals or groups, and they may work primarily with specific populations of clients (e.g., children, people undergoing drug rehabilitation, people with heart disease). As an alternative to providing therapy, some clinical psychologists work towards providing supportive environments for people in emotional or psychological distress. Clinical psychologists are also trained to administer a wide variety of tests for assessment purposes, such as tests for diagnosing depression or ADHD, tests of intelligence, personality inventories, and neuropsychological tests of brain function. As noted earlier, clinical psychologists receive their training in graduate school. Thus, you will **not** learn how to do therapy at the baccalaureate level. What you **can** do at this level is prepare yourself for graduate training in clinical psychology or a related field (more about this last point later). Both the BA and BS are suitable for pursuing graduate work; most of our majors in this area of specialization opt for the BA degree.

If you are planning to do graduate work in clinical psychology, we strongly recommend that you take PSYC 3080 (Introduction to Clinical Psychology), PSYC 4050 (Abnormal Psychology), PSYC 4060 (Behavior Pathology in Children) and PSYC 4600 (Introduction to Psychological Testing). Depending upon the area of clinical psychology you find most interesting, you may want to take PSYC 3030 (Psychology of Child Development), PSYC 3040 (Psychology of Adolescence), PSYC 3110 (Social Psychology), PSYC 4030 (Personality Theory), or PSYC 4150 (Psychology of Religion and Spirituality). Talk to your advisor or a clinical faculty member about the courses that would best meet your needs.

If you are interested in becoming a therapist but aren’t sure that you want to get a Ph.D. in clinical psychology, you should consider getting a graduate degree in counseling psychology, school psychology, marriage and family therapy, or social work. See the section of the handbook titled “You want to be a therapist. Options in Graduate training.” This section (on pages 17-23) was prepared by Kristen Abraham, a graduate student in clinical psychology.

Based on your interests in clinical psychology or in a related discipline, you should take courses in other departments that would prove beneficial. If, for example, you see yourself going into health psychology, a course in exercise physiology (EXSC 3600) or the psychological aspects of fitness and exercise (SM 3660) may be worth taking. Or, if you plan to do family
therapy, there are courses in sociology (SOC 3610, 4610) and in human development and family studies (e.g., HDFS 2020, 3250) that you should look at. Check with a faculty member whose interests mirror yours to find out what non-psychology courses would be good to take -- and make sure that you’ve had the necessary prerequisites before you sign up for them.

A graduate degree, either at the masters or doctoral level, is necessary to become a therapist. There are two types of doctoral level degrees: Ph.D. and Psy.D. Ph.D. programs emphasize research more than Psy.D. and masters programs. Thus, taking PSYC 3700 (Quantitative Methods II) is useful (but not necessary) for getting into Ph.D. programs but less so for Psy.D. or masters programs. If you are interested in becoming a faculty member at a college or university, you’ll need a Ph.D. With only a bachelor’s degree, job availability in the field is limited to being a Case Manager at a social service agency or a research assistant at a university or medical center. The former are easier to come by than the latter.

Cognitive Science

The interdisciplinary field of cognitive science offers numerous opportunities for the student majoring in psychology. "Cognitive Science" represents an attempt to understand mental processes using insights derived from cognitive psychology, computer science, linguistics, neuroscience, philosophy and other fields. Numerous practical applications are being found as a result of this inquiry, for example in the design of human/computer interfaces, in the application of what we know about learning and memory to K12 and undergraduate education, in the refinement of computerized speech recognition devices, and in the development of computerized "expert systems" and "artificial intelligence." If you’re interested in studying how the mind processes information, you should take PSYC 3020 (Introduction to Cognitive Science), which also provides a good background for three of the 3000-level lab courses: PSYC 3210 (Cognitive Psychology I: Learning and Memory), PSYC 3220 (Cognitive Psychology II: Thinking and Problem Solving), and PSYC 3810 (Sensation and Perception). Other psychology classes that are relevant for someone interested in cognitive science are PSYC 3330 (Cognitive Neuroscience) lab class and PSYC 3600 (Psychology of Language). Although it is not a content course in cognitive science, PSYC 3700 (Quantitative Methods II) is also recommended.

Given the interdisciplinary nature of the field, there are many courses offered in other departments that would nicely complement your psychology courses. Depending upon what your particular interests are, you may want to take courses in philosophy, such as those in logic, reasoning and philosophy of mind; courses in computer science, where you learn programming, interface design, and elements of artificial intelligence; or courses in communication disorders (CDIS), such as language acquisition, acoustics, and the anatomy and physiology of speech mechanisms. Math classes beyond calculus, such as linear algebra and probability and statistics may also prove to be extremely useful. Talk to a faculty member in the area for advice about which courses to take.
Cognitive scientists typically work in colleges or universities, teaching and doing research. Jobs are also available in the private sector (e.g., Microsoft, Boeing) and the government (e.g., the military, FAA) for cognitive scientists with applied research interests. For the jobs just described, a graduate degree is necessary, and a Ph.D. is needed for the highest-level jobs. There are some job possibilities for the student with a baccalaureate degree in this area, most likely as an assistant in a research laboratory. Research laboratories in some universities sometimes employ research assistants, but, more often, such positions are found in industry or with some government agency.

Developmental Psychology

Developmental psychologists are interested in how people change throughout the lifespan. All aspects of development are studied, including biological, cognitive, emotional, social, and cultural factors that contribute to developmental outcomes. Until recently, this field focused primarily on childhood and adolescence. But as life expectancy has increased worldwide, developmental psychologists have become increasingly interested in adulthood and aging. Developmental psychologists are interested both in understanding people at different stages of life and in improving outcomes for children and adults. Courses and research opportunities that span all of these aspects of developmental psychology are available in our department.

PSYC 3100 is the broadest course in this area, presenting an overview of development across the entire lifespan. PSYC 3030 (Child Development), PSYC 3040 (Adolescent Development), and PSYC 3090 (Adult Development and Aging) all take a closer look at a particular age range. Each of these courses presents both descriptive content (what a person of a particular age is like) as well as major theories that attempt to explain why individuals act as they do.

For those students who would like to gain more experience in this area, PSYC 3290 (Laboratory in Developmental Psychology) offers research experience in this field and PSYC 4060 (Developmental Psychopathology) offers a more clinical approach to developmental psychology.

Several departments outside of Psychology offer courses which are tremendously relevant to this area. Notably, courses in Sociology (such as SOC 3410, SOC 3610 and SOC 4040) and HDFS will be of interest to students focusing on this topic.

Students pursue coursework in Developmental Psychology with a variety of goals in mind. Some are interested in continuing on to graduate study in this field. A Ph.D. in Developmental Psychology prepares you for university level teaching and research in this field. Other students find that an undergraduate background in Developmental Psychology prepares them for graduate study in counseling (with an emphasis on children or families), in education, or in social services. Still others find that coursework in this area, while not germane to their career goals, helps them to better understand individual differences among people, a useful skill in many jobs, and prepares them for having their own children in the future!
Jobs are available for those with a BA or BS in developmental psychology in childcare settings, preschools, senior citizen centers, after school programs, as well as in some community mental health and social services settings.

**Industrial-Organizational Psychology**

Industrial-organizational (I-O) psychologists apply psychological principles and research methods to the work place and other organizations with the applied goal of improving productivity and the quality of work life. I-O psychologists may be interested in the best way for a company to screen job applicants to make the right hiring decision, or in ways for a business to keep employees happy and productive at work.

The psychology department at BGSU has one of the top I-O programs in the country. To find out about the field of I-O psychology, you should take PSYC 3500 (Survey of Industrial-Organizational Psychology). We also offer other courses in this area including: PSYC 3520 (Quality of Work Life), PSYC 3580 (Psychology of the Workplace) this laboratory class is strongly recommended for students interested in I-O, PSYC 4520 (Personnel Selection), and PSYC 4550 (Stress Factors of Work). If you are interested in pursuing graduate work in this field, it also is recommended that you take PSYC 3700 (Quantitative Methods II) and PSYC 4600 (Introduction to Psychological Testing).

Outside of the psychology department, there are many other courses that can complement your studies in I-O. As I-O psychologists tend to use a lot of sophisticated statistics in their work, you should consider taking advanced statistics and math courses. Moreover, there are several management courses (e.g., MGMT 3050, 3600, 4540) that are quite relevant, and coursework in Economics or Interpersonal Communication might be helpful. Some I-O students who are planning to work in business or in industry find a business minor to be especially good preparation.

The Institute for Psychological Research and Application (IPRA) provides applied research opportunities for undergraduates interested in I-O psychology. Contact an I-O faculty member to see if you can be included on the team of researchers -- which usually consists of graduate students and a faculty member -- on an IPRA project.

A Ph.D. in psychology is necessary for getting a job in academia, whether in a psychology department or a department of management. Outside of academia, many I-O psychologists work in large corporations as human resources specialists, helping organizations with hiring, employee development and training. Others work for consulting firms that organizations contract with to serve as management consultants in such areas as strategic planning, quality management, and coping with organizational change. These jobs require a masters or Ph.D. degree in psychology; those with the most responsibility require the higher degree.

**Neuroscience**

Some of the most exciting discoveries in the study of behavior over the past decade have been in the field of neuroscience, the study of the neural processes and systems that underlie
behavior. Neuroscience researchers work with animals and use a variety of techniques to understand how the brain works. Among these are “knocking out” parts of the brain to see how the system behaves, recording electrical activity from single nerve cells as the animal performs a task, administering pharmaceuticals that can enhance or inhibit certain types of neural communication, and studying animals that have been genetically altered so that their brains cannot use specific chemical messengers. Neuroscientists in our department study the brain mechanisms that are involved in attention, emotions, learning and memory, and social behavior.

The best way to get an overview of the field is to take PSYC 3300 (Introduction to Neuroscience), which also provides an excellent background for the two neuroscience-focused 3000-level lab courses, PSYC 3320 (Neuroscience of Emotions) and PSYC 3330 (Cognitive Neuroscience). Other PSYC courses of interest include one that focuses on drugs, the brain, and behavior (PSYC 3310), one whose focus is the interplay of genetics and environment on the structure and function of the brain (PSYC 3340), another that concentrates on hormones and behavior (PSYC 3350) and another focuses on brain function and the legal system (PSYC 3360).

As you might imagine, a neuroscientist ought to be familiar with neuroanatomy, neurophysiology, and pharmacology so we recommend taking relevant courses in biology, chemistry, and biochemistry. Because of the number and level of science courses you would take, we recommend that students interested in neuroscience pursue the BS degree.

This area of psychology will be of particular interest if you are considering a career in basic research as a neuroscientist, or in clinical research as part of an interdisciplinary team (with biochemists, neurologists, physiologists, pharmacologists, etc.). Graduate training in psychology, or a related discipline, is a prerequisite for such a career.

There are some job possibilities for the student with a BS in this concentration, most likely as an assistant in a research laboratory. Research laboratories in some universities sometimes employ research assistants, but, more often, such positions are found in private industry (e.g., a pharmaceutical company) or in some governmental agency.

BGSU also offers a major in Neuroscience, an interdisciplinary program drawing from common interests in the psychology and biology departments. Please consult with the Neuroscience Advisor to see if that degree program, rather than psychology, best meets your needs and goals.

Social Psychology

Social psychologists study how people’s thoughts and behaviors are influenced by interactions with other people. They are interested in social relationships with others, with groups, and with society as a whole. For example, their research helps us understand how people form attitudes about other people, and when these attitudes are harmful—as in the case of prejudice—suggests ways to change them.

Our department offers a small number of courses that focus on social psychology, namely PSYC 3110 (Social Psychology) and PSYC 3130 (Research in Social
Psychology). If you are interested in exploring this area more, you should consider appropriate courses offered in other departments. For example, courses in Sociology (especially SOC 1010 and 3010) and Communication (e.g., COMM 2030, 3030) may be relevant depending on your interests.

Most careers related to social psychology require a Ph.D. degree, although a smaller number of related jobs may be available for students with a bachelors or masters degree. Social psychologists can find jobs in academic institutions, where they teach and conduct research in departments of business, education, health sciences, justice studies, law, medicine, political science, and psychology. Furthermore, their skills are often attractive to employers in the fields of advertising, business, community mental health, government, human resources, law, non-profit organizations, political strategy, technological design and so on.

Making the Most of Your Major

Plan your course of study. Every semester you will choose what courses to take the following semester. You can make those choices in one of two ways. First, you could "play it loose," choosing the courses that best fit with your time of day preferences (e.g., no morning or Friday classes) or based on what your friends are taking. The risk with this way is that you may have a last-minute scramble in your senior year to make up required courses you’ve overlooked.

Alternatively, you can make long-range plans that will guide your course selection. It helps to have some idea of where you are going with your major so your education becomes a meaningful whole. You can use this handbook, your academic advisor, the Undergraduate Advising Office and your Degree Audit.

Get involved in research. Practically all members of the faculty are engaged in research. Getting involved in research can enhance your education in numerous ways. Not only will you be working to generate new knowledge – things that undergraduates may read about in their textbooks in years to come – you will be seeing how knowledge is generated, applying the skills you acquired in statistics and research methods to a content domain of interest. Because of the valuable learning experiences that being involved in research can provide, experiences that cannot be duplicated in the classroom, it is no surprise that Ph.D. programs in all areas of psychology look more favorably at students with research experience than those without. To put it succinctly: having research experience will help you get into graduate school in psychology.

How does one get involved in research? It’s generally up to you to take the initiative. Find out what research interests faculty members have by consulting the list of faculty research interests on pages 29-34. Read something that they have written to get a sense of what type of research they do. Then, knock on doors (or send an email). Nothing turns a faculty member’s ear more than someone who says “I read your paper on X and find your work interesting,” and nothing would impress him or her more than following up with “. . . and I was wondering if you had considered that Y may have accounted for the poor performance in Condition A of Experiment 1.” You may receive course credit (PSYC 3900 or 4900) for being involved in research. See page 13.
Get involved in the community. By “community” we mean both the community of people on campus who are interested in studying behavior as well as the off-campus community. As to the former, read the notices about lectures or “brown bag” talks that are posted around the building or in emails sent to the Psychology Community on Blackboard. Feel free to attend those talks that you find interesting. Join one of the two undergraduate organizations for students who are interested in psychology (see page 15). As far as off-campus involvement is concerned, consider being a volunteer at Behavioral Connections, Children’s Resource Center, the Link or the Wellness Center. Admissions committees for graduate schools in clinical psychology look favorably upon such experiences.

Advising

The department trains a select group of faculty members to be knowledgeable in advising for requirements, and you are invited to schedule an appointment with one of these advisors through the undergraduate advising office. During their first year at BGSU, all new students (freshmen and transfer students) are required to meet with an advisor before registering for classes. The department schedules several group advising sessions so that you can learn about what classes you should take, as well as meet other Freshman Psychology majors.

Remember that YOU are responsible for choosing courses, and for making sure that all of the degree requirements are met. The College will inform you of missing requirements after you have filed a Junior Audit during your junior year. However, this is late in the game to discover that you are missing courses.

This is why YOU have to be the responsible one. But there is another kind of advising, besides just degree requirements. When it comes to questions about graduate school, jobs, or taking a particular course, there is no substitute for a chat with someone on the faculty.

The Undergraduate Advising Office is your major link to the discipline of psychology and to the University. The office maintains information on degree check sheets, on what you can do with a psychology degree and a graduate director. If you have questions, stop by. If we don't have the answer, we can tell you who does or how to get it.

Jobs in Psychology

Many students have questions about the job opportunities they will have with a degree in psychology. You should be aware at the outset that there are practically NO jobs as psychologists for people who have only a baccalaureate degree; working as a psychologist requires a graduate degree.

We believe, however, that the critical thinking skills and the general humanistic training that you acquire as a psychology major makes you well qualified for a variety of positions that are open to you with just a BA or BS in psychology. There are jobs in child-care, health-related areas, industry, research settings, senior living centers, and social service agencies. In addition, a degree in psychology is excellent preparation for a career in sales, business, human resources, and for any job that requires interpersonal contact.

The following list provides a sample of the variety of occupations held by
Getting Into Graduate School

It is essential to have a doctoral degree in psychology if you want to teach at a college or university, be a research scientist (for a government agency, a large corporation, the military, or a research center), have a position of responsibility in a consulting firm, or be a clinical psychologist. It is difficult to get into graduate schools in psychology. In general, the requirements for getting into graduate school in psychology are the same regardless of your area of study. Here are some hints for getting into Ph.D. programs in psychology:

1. **Do well on the Graduate Record Exams (GREs),** standardized tests of your mathematical, verbal, and writing abilities. All Ph.D. programs in psychology require the GREs. A subject matter test in psychology is also required by many schools. You owe it to yourself to prepare for these tests so that you can do well. Many students end up taking the GREs twice because they didn’t prepare sufficiently when they took the test the first time and were dismayed by their scores. Don’t take these tests lightly. They are the most important tests you will ever take while in college.

2. **Keep your grades up,** especially in your psychology courses. A cumulative GPA less than 3.5 can put you out of the running immediately, especially if your GREs are only average. At the same time, do not shy away from difficult courses: a 3.85 GPA achieved by taking 30 hours of “fluff” courses fools no one, and neither does taking only three courses a term (unless you happen to be holding down a full-time job as well).
3. Get research experience. Graduate degrees are research degrees. If you enter a Ph.D. program in psychology you will be expected to do at least 2-3 research projects on your own (with some guidance from a faculty member). If you’ve had good research experiences as an undergraduate (beyond what you can get in your psychology lab classes), you will be a strong candidate for graduate school. That’s because research potential is difficult to judge based on grades: students with good grades do not necessarily make good researchers. The best way for graduate schools to judge your research potential is to see what kind of research experience you’ve had in college. We also recommend that you take PSYC 3700 (Quantitative Methods II) to strengthen your research skills.

4. Get to know the faculty. You will need letters of recommendation from the faculty to get into graduate school -- and a good letter will not be forthcoming if an instructor only remembers that you were an "A" student, but doesn't know anything about your interests, goals, or abilities outside of class. Your strongest letter(s) would naturally come from the faculty with whom you are doing research, but you should try to cultivate relationships with other faculty, particularly with those in whose classes you do exceptionally well.

5. For students interested in clinical psychology, it is useful, but not necessary, to get some sort of relevant clinical experience. If you want to do graduate work in child clinical psychology, for example, get some experience working with children who have emotional, behavioral, or psychological problems. If you want to work with the chronically mentally ill, contact Behavioral Connections and offer your services. You may even wish to do an internship (PSYC 4890) at a social service agency as a way of getting course credit for this experience (see page 14). Note that internships are not a requirement for the baccalaureate degree in psychology at BGSU.

6. Realize that applying to graduate school will take time. Midway through your junior year, you should start thinking about where you want to apply. Getting into graduate school can be extremely competitive, so it is wise to apply to as many places as you can. Apply to a few high quality programs, a few mid-level schools, and a few “safety” schools: schools where you’d get a decent education and where you would likely get in. Applications are due as early as December of your senior year, so you should have taken the GREs by early fall.

7. Realize that applying to graduate school will cost money. For both the general and subject test, the GREs will cost about $350. The average application fee is $50, and for each school you’ll have to pay to send official transcripts, your GRE scores, and for postage (to send your application and to give your letter writers stamped, addressed envelopes for them to send your letters). Prepare to spend about $850 to apply to graduate school. If you are invited for an interview, you might also have to pay for your own travel expenses (which would add to that total).

What if you’re not aiming for a Ph.D. program in psychology? There are, after all, Ph.D. programs in other fields (e.g., counseling, school psychology), masters programs in psychology, and masters programs in other fields (e.g., social work, marriage and family
therapy). The requirements for these other programs differ from what’s stated above: some do not weight research experience as heavily as do Ph.D. programs in psychology, others weight clinical experience more heavily. In some cases, competition for admission into these programs is not as fierce as in psychology. Many psychology majors have gone into such programs and done exceedingly well.

For further information on graduate schools and on tests required for admission, talk with your advisor and other faculty in the department.

**Research and Internships**

**PSYC 3900/4900, 4400, and 4890**

**PSYC 3900 Supervised Research in Psychology** Throughout this handbook we have emphasized the role of research in the overall educational program of the psychology major. A great way to get involved in research is to start out by helping a faculty member on an ongoing research project. You can receive course credit for doing so by signing up for PSYC 3900. Exactly what you will be doing to receive credit is something that you will work out with the faculty member who is sponsoring your PSYC 3900. Depending upon your talents and the needs of the project, you might be asked to help develop research materials, collect data, code data, or assist with data analysis.

**PSYC 4900 Independent Research in Psychology** PSYC 4900 is a natural extension of PSYC 3900. In PSYC 3900 you work on a research project that has already been designed and is already in progress. In a PSYC 4900, you would work on your own research project, answering a research question that you have come up with, possibly but not necessarily related to a project you worked on when taking PSYC 3900. Your PSYC 4900 project would be guided by a faculty member, but it would be up to you to design and execute the project as well as analyze any data that you collect. **Students enrolled in PSYC 4900 are expected to present their research findings at the Annual BGSU Undergraduate Research Conference or a similar venue (e.g., the Psi Chi Poster Session at MPA).**

*To sign up for a PSYC 3900 or 4900: (1) find a faculty sponsor; (2) get your sponsor’s signature on an Add/Drop form; and (3) turn in the signed form to the Undergraduate Advising Office so that the course can be added.*

A PSYC 3900 or 4900 must be added before the end of the second week of classes.

You may register for up to 3 credit hours of PSYC 3900 or PSYC 4900 per term. You would be expected to work 48 hours during the 16 week semester (3 hours per week) to earn 1 credit hour. PSYC 3900 and 4900 must be taken S/U. Only 6 credit hours of PSYC 3900 and 4900 count toward the psychology major or minor.

**PSYC 4400 General Seminar** We use this number for new courses that haven’t been offered enough times to warrant getting their own numbers and for courses that a faculty member may want to teach only once. You may take as many PSYC 4400s as you’d like as long as they have different titles. Some of the courses that have been offered as PSYC 4400 over the past few years are:
Addiction
Emotions and Life
Evolutionary Psychology
Infant Development
Neuroscience of Space and Time

The number and type of PSYC 4400s varies each semester; so, too, can the prerequisites. Don’t forget to look for these courses when you are choosing classes each term.

**PSYC 4400 Internship Skills Training**
This one-credit seminar is designed to prepare students to pursue an internship. The course is typically offered each spring semester. To register for the course, students must be majoring in psychology with a minimum GPA of 3.0 in their psychology coursework; they should also have accrued enough credit hours to be of junior or senior status and must be in good academic standing overall. This preparatory course is not required of future interns. However, students who plan to complete an internship are strongly encouraged to consider taking this seminar (at least one semester prior to going out on internship). Course objectives include the following: (1) learning what you can realistically expect through completing an internship (including what you stand to gain and what will be asked of you); (2) identifying personal values, interests, and skills which are relevant to your major (and relevant to working at an internship site); (3) identifying subfields of psychology and the types of internship sites that coincide with your values, interests and skills; (4) understanding and being capable of demonstrating the procedures necessary to secure an internship; and (5) recognizing key factors that can contribute to succeeding as an intern.

**PSYC 4890 Internship** Internship opportunities allow students to gain psychology-related experience outside of the classroom setting. In many cases, these experiences may help to facilitate post-baccalaureate academic and career planning. In past years, students have secured placements in a variety of settings, such as comprehensive mental health centers, victims’ advocacy services, consulting firms, crisis hotlines, and market research companies. These supervised experiences, involving a diverse range of responsibilities, have typically received enthusiastic endorsement from student interns.

Although the Department of Psychology maintains limited information about various internship sites, this information should NOT be used by students as the sole resource for identifying prospective internships. It is the student's obligation to seek out an appropriate internship site as well as a site supervisor (who will apprise you of your internship activities and oversee your work). Once you have a promising lead on an internship opportunity, you will need to identify an appropriate faculty sponsor – someone who is familiar with the type of work you will be doing. Your faculty sponsor will inform you of the specific academic responsibilities that must be fulfilled to complete your internship. After securing the necessary approvals from your site supervisor and faculty sponsor, you can then sign up for PSYC 4890 through the department.


**PSYC 4890** is only available S/U. Students are permitted to accrue a total
of 1-6 credit hours of PSYC 4890 (1-3 per semester). Credit hours earned in PSYC 4890 do not count toward the psychology major or minor. For each credit hour, students are expected to provide 48 hours of service at their internship site.

Assistantships & Awards

The Don Ragusa Book Scholarship
Awarded to the psychology major who scores the highest (beyond a minimal criterion) on a standardized test tapping knowledge of statistics. The test is given in February. Watch for announcements.

Undergraduate Assistantships
Each year the department awards Undergraduate Assistantships to students who want to pursue their research interests under the direction of a faculty member of their choice. The award is currently $2000 for the academic year. Psychology majors who will be a junior or senior next year and have at least a 3.0 grade point average are eligible to apply. Applications are due in February. Check your email for announcements or online, http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/psychology/documents/undergrad-assistanship.pdf. Award recipients are invited to attend the Arts & Sciences Awards Ceremony that spring and are expected to present their research findings at the Undergraduate Research Conference the following spring.

Veitch Undergraduate Research Grants
To encourage students to develop as independent researchers, the Department awards small grants to cover the costs of doing research. Deadlines for submitting proposals are the third week of each semester. Information and guidelines are available on-line, http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/psychology/documents/under-re-grants.pdf

Undergraduate Student Organizations

Undergraduate Psychology Association (UPA)
To be a member of UPA one has only to be majoring in psychology. Together with Psi Chi (see below), UPA sponsors programs and activities that are helpful, interesting and intellectually stimulating to serious students in psychology. For example, in the past, UPA has sponsored an Undergraduate Research Conference attracting students from Ohio, Michigan and Indiana schools. UPA also helped plan a trip for undergraduates to the Midwestern Psychological Association annual meeting.

In addition to these activities the club sponsors many different programs and events each year to which any interested student may come. Signs announcing meetings or programs will be posted and emails are sent.

Psi Chi
A national honor society in psychology. Like other honor societies, one of its purposes is to encourage and reward scholastic achievement. To become a member, refer to psichi.org for membership qualifications and application.
Requirements for an Honors Degree in Psychology* The Department will award the B.A. or B.S. degree in psychology with honors if the following conditions are met:

1. A student must have at least a 3.5 overall GPA and a 3.5 GPA in all psychology courses taken at BGSU.

2. A student must enroll in PSYC 4950H and 4960H and must complete one additional Psychology Honors class.

3. A student must declare his or her intent to seek an Honors Degree at least three terms prior to graduation. For example, by Spring 2018 for those intending to graduate in May, 2019.

4. A student must have a project that is supervised by two faculty advisors, one from the Psychology department, who is primarily responsible for the project, and the other from either inside or outside the Psychology Department, who provides additional input.

5. Submission of an Honors Thesis to the Honors Committee for evaluation. The thesis should be written in APA format. Acceptability of the thesis will be decided by the Committee at a meeting attended by the student and by the student's advisors. The affirmative vote of four out of the five faculty members present will be required for approval. Students may, at their option, request a proposal meeting of the Honors Committee to discuss plans for an Honors Thesis. Such meetings must be scheduled within two months of declaration of intent.

6. Public presentation of the student's research following approval of the Honors Thesis. This requirement may be fulfilled by presentation at a professional meeting (e.g., APA, MPA), the BGSU Undergraduate Research Conference, or at a specially arranged departmental colloquium.

7. The Honors Thesis must be delivered to the Honors Committee no later than 6 weeks prior to the commencement at which the student expects to receive the degree.

8. Because most research is collaborative in nature, co-authored papers are acceptable provided that evidence is available that the student's contribution to the research was both creative and substantial. In doubtful cases, the Honors Committee may seek additional information from the student and from other members of the faculty.

9. All decisions about acceptability of a student's qualifications will rest with the Honors Committee. Students may petition the Honors Committee for a modification or waiver of any of the above qualifications. The Honors Committee shall consist of three faculty members of the Department of Psychology.

*Requirements for graduating with Honors, and with University Honors are available in the Undergraduate Advising Office, Room 138 Psychology.
You want to be a therapist.
Graduate training that can get you there.

Kristen Abraham*
Bowling Green State University

Many undergraduate students wish to pursue a career as a psychotherapist but are unaware of graduate training options that prepare individuals to work in this field. Many undergraduates think that they must get a doctoral degree in clinical psychology in order to work as a therapist. This is simply not the case. This document was written to provide undergraduates with ideas about types of graduate programs that train individuals for a career in counseling and psychotherapy.

The graduate training options listed here are not exhaustive in terms of the types of programs that focus on training counselors and therapists, but the document does provide a number of alternatives to the clinical psychology PhD. The descriptions of each type of program are purposely general, as different schools that offer the same graduate degree may structure their programs very differently. This document provides examples of graduate programs offering each type of graduate degree listed, but the schools listed are not meant as recommendations or endorsements of specific graduate schools by the Psychology Department at BGSU. In other words, this document is meant to provide students with some information to get them started with their research about graduate training options in counseling and psychotherapy. It is essential that students research the specific details of any graduate training option and specific graduate schools in which they’re interested.

References to “licensure” and “licenses” are made frequently throughout this document. It is important to note that licensure is determined on a state-by-state basis, and different states have different types of licenses and licensing requirements. Definitions of licenses can usually be found on state government websites. When considering a graduate program, it is important to know if the program prepares students for a specific type of license and in which parts of the United States. A total of 11 graduate training options are listed in this document, along with basic information on the type of graduate degree program, examples of schools in the Midwest that have this type of training, and websites that provide further information on each type of training option.

At the end of this document is a figure that provides a snapshot of all 11 graduate training options described on the preceding pages. Each graduate program name is printed in bold, and beneath the name is the type of graduate school where the program is typically housed. Counseling Psychology programs, for example, are generally housed in Schools of Education whereas Clinical Psychology programs are usually found in Schools of Arts & Sciences or their equivalents. Because we get a lot of questions about the differences among the Psy.D., Ph.D. in Clinical, and Psychiatry degrees, some of the features of these programs are listed in italics.
Masters of Social Work (MSW)
- Most programs take approximately 2 years to complete (full-time); part-time programs take longer
- Many programs offer specializations (e.g., Infant Mental Health, Interpersonal Practice) to prepare you to be licensed as a social worker who is able to conduct therapy
- Most programs admit over 200 people each year
- All 50 states license MSWs, and some states allow MSWs to practice independently (without supervision)

Examples:
- University of Michigan: [http://www.ssw.umich.edu/](http://www.ssw.umich.edu/)
- Ohio State University: [http://csw.osu.edu/degrees-programs/msw/](http://csw.osu.edu/degrees-programs/msw/)

Relevant websites:

Masters (M.A.) in Marriage and Family Therapy (MFT)
- Most programs take approximately 2 years (full-time) to complete
- Most programs prepare students for licensure as a marriage and family therapist

Examples:
- University of Akron: [http://www.uakron.edu/soc/masters/mft-masters/index.dot](http://www.uakron.edu/soc/masters/mft-masters/index.dot)

Relevant websites:

Masters (M.A.) in Counseling
- Many programs to prepare students for licensure as a professional counselor
- Most programs take approximately 2 years (full-time) to complete

Examples:
- Wayne State University: [http://coe.wayne.edu/tbf/counseling/ma-index.php](http://coe.wayne.edu/tbf/counseling/ma-index.php)
- Michigan State University: [http://education.msu.edu/cepse/](http://education.msu.edu/cepse/)
- University of Toledo (Counselor Education with the Clinical Mental Health Counseling Concentration): [http://www.utoledo.edu/csjs/coun/Programs/CMHC/CMHC.html](http://www.utoledo.edu/csjs/coun/Programs/CMHC/CMHC.html)

Relevant websites:
Masters (M.A or M.Ed.) in School Psychology

- Most programs prepare students for certificates or licenses in school psychology
- Some, but not all, programs prepare students to obtain professional counselor licenses or limited licenses to practice therapy

Examples:
- Wayne State University (School and Community Counseling): http://coe.wayne.edu/tbf/educational-psychology/school-index.php
- John Carroll University: http://sites.jcu.edu/graduateschool/pages/graduate-programs/masters-programs/education/school-psychology/

Masters (M.A.) in Rehabilitation Psychology

- Programs prepare students to work with people with disabilities and facilitate the process of rehabilitation
- Students who graduate from CORE-accredited programs are eligible to become certified rehabilitation counselors (CRC)
- Most programs do not prepare students for licensure as a counselor unless additional coursework is completed
- Some programs prepare students to obtain a limited license in counseling

Examples:
- Kent State University: http://www.kent.edu/ehhs/lhes/rhab
- Ohio University: http://www.ohio.edu/education/academic-programs/counseling-and-higher-education/counselor-education/rehabilitation-counselor-education.cfm
- Michigan State University: http://education.msu.edu/cepse/rehab/default.asp

Relevant websites:

Masters (M.A. or M.S.) in Clinical Psychology

- Some states allow people with a masters in clinical psychology to obtain a limited license to practice therapy
- Some states do not provide any licensure for people with a masters in clinical psychology, but allow masters of clinical psychology to be psychological assistants
- Some programs prepare students for doctoral-level studies

Examples:
- Cleveland State University: http://catalog.csuohio.edu/preview_program.php?catoid=14&poid=2771&returnto=1225
- Eastern Michigan University (MS in Clinical Behavioral Psychology or MS in Clinical Psychology): http://catalog.emich.edu/preview_program.php?catoid=19&poid=9849

Doctorate (Ph.D.) in Clinical Psychology
APA-accredited programs have approximately a 10% acceptance rate (Norcross, Kouhout, & Wicherski, 2006)

Many programs provide assistantships and tuition remission

Most programs take a minimum of 5 years to complete

Some programs are more research-oriented than others

Students are prepared for licensure as a psychologist

Examples:

Wayne State University (Michigan):
http://clas.wayne.edu/psychology/ClinicalPsychology

Central Michigan University:
https://www.cmich.edu/colleges/chsbs/Psychology/Graduate/ClinicalPsychology/Pages/default.aspx

Miami University (Ohio):
http://www.units.muohio.edu/psychology/clinical/index.html

Bowling Green State University: http://www.bgsu.edu/arts-and-sciences/psychology/graduate-program.html

Relevant websites:

Accrediting Body: American Psychological Association:

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**Doctorate (Psy.D.) in Clinical Psychology**

APA-accredited programs have approximately a 40% acceptance rate (Norcross, Kouhout, & Wicherski, 2006)

Most programs take a minimum of 5 years to complete

Programs are less research-oriented than PhD programs in clinical psychology

The focus of these programs is on clinical training

Students are prepared for licensure as a psychologist

On average, students who graduate from PsyD programs do not score as high as students who graduate from clinical PhD programs on the national licensing exam for psychologists (EPPP)—this could be due to the less selective admissions criteria or to a larger student to faculty ratio (Norcross & Castle, 2002)

Examples:

Adler School of Professional Psychology (Chicago): http://www.adler.edu/page/areas-of-study/chicago/doctor-of-psychology-in-clinical-psychology/overview

Wright State University (Ohio): http://www.wright.edu/sopp/

Xavier University (Ohio): http://www.xavier.edu/psychology-doctorate/

Relevant websites:

National Council of Schools and Programs of Professional Psychology (NCSPPP):
http://www.ncspp.info/

Accrediting Body: American Psychological Association:

**Psychiatrist: Medical Doctorate (M.D.)**
Students must complete 4 years of medical school and a 4-year residency.
Approximately 50% of applicants are accepted to medical school (aamc.org).
Students begin seeing therapy patients in their residency years.

Relevant websites:
The American Medical College Application Service: https://www.aamc.org/students/applying/amcas/
American Medical Association: http://www.ama-assn.org/ama
Association of American Medical Colleges: http://www.aamc.org/
American Psychiatric Association: http://www.psych.org/

**Doctorate (Ph.D.) in Counseling Psychology**
- Similar to programs in clinical psychology
- Programs have a median acceptance rate of 21.5% (Norcross, Kouhout, & Wicherski, 2006)
- Most programs take a minimum of 5 years to complete
- Counseling psychologists tend to work with less pathological populations than clinical psychologists (Norcross, 2000)
- Most programs prepare students for licensure as psychologists

Examples:
- Notre Dame (Indiana): http://psychology.nd.edu/graduate-programs/clinical-program/
- University of Kentucky: http://www.uky.edu/Education/EDP/cpdoctoral.html

Relevant websites:

**Doctorate (Ph.D.) in Marriage and Family Therapy (MFT)**
- Some programs prepare students to meet requirements for licensure as a marriage and family therapist and/or a professional counselor
- Some programs are more research-oriented than others

Examples:
- University of Akron (Ohio): http://www.uakron.edu/academics_majors/graduate/programs_detail.dot?programId=7800&pageTitle=Graduate_programs&crumbTitle=Marriage & Family Counseling/Therapy
- Michigan State University: http://hdfs.msu.edu/graduate/couple-and-family-therapy

Relevant websites:
- Accrediting Body: American Association of Marriage and Family Therapy: http://www.aamft.org
You want to be a therapist. Options in Graduate Training

B.S. Psych

B.A./B.S. Psych

Master's Level Programs (2 years to complete)

Social Work

Marriage & Family Therapy

Counseling Psychology Education, HDFS

School Psychology Education

Rehabilitation Psychology Education

Clinical Psychology Arts & Sciences

Doctoral (Ph.D./Psy.D.) Level Programs (5 years to complete)

Ph.D. Marriage & Family Therapy Education, HDFS

Ph.D. Counseling Psychology Education

Psy.D. Clinical Psychology

Professional Schools, some Universities

Large classes

Little research focus

Financial aid not readily available

Ph.D. Clinical Psychology

Arts & Sciences

Small classes

Often research focused

Financial aid more readily available

Medical Doctor (8 years to complete)

Psychiatrist (M.D.)

Medical Schools

Can prescribe medications

Learn about all aspects of medicine

Please see your advisor for help with setting up a plan of study that suits your career objectives and needs.
**Additional resources that might be of help:**

Norcross, J. C. (2000). Clinical versus counseling psychology: What’s the diff? *Eye on Psi Chi, 5*, 20-22. Retrievable: [http://www.psichi.org/?page=051EyeFall00bNorcros&hhSearchTerms=%22norcross%22](http://www.psichi.org/?page=051EyeFall00bNorcros&hhSearchTerms=%22norcross%22)


BGSU Psi Chi chapter

Your academic advisor

Any article by John Norcross that discusses undergraduate advising.

* Kristen Abraham is a graduate student in clinical psychology at Bowling Green State University. She would like to thank Dr. Catherine Stein, Jessica Hauser, and Dr. Dale Klopfer for their helpful comments on this document. She would also like to recognize Dr. Dale Klopfer for creating the figure on the previous page.
Undergraduate Classes in Psychology

PSYC 1010. General Psychology (4). Fall, Spring, Summer. Scientific approaches to the study of behavior of organisms. Application to personal and social behavior. Applicable to the BG Perspective (general education) social sciences requirement. Approved for Distance Ed.

PSYC 2700. Quantitative Methods I (4). Fall, Spring, Summer. Principles of measurement. Quantitative analyses of behavioral measures, including measures of typicality, individual differences, correlational methods and tests of significance. Three lecture hours; two laboratory hours. Prerequisites: PSYC 1010 and MATH 1150 or MATH 1220 or a math placement score of 24 or higher (or their equivalents) or consent of instructor.

PSYC 2900. Introduction to Laboratory Methods in Psychology (4). Introduction to research methods used in laboratory and natural settings. Includes planning the research, collecting and interpreting the data and communicating the results in both verbal and formal written forms. Three lecture hours; two laboratory hours. Prerequisites: PSYC 1010, PSYC 2700. Approved for Distance Ed.

PSYC 3020. Introduction to Cognitive Science: Minds and Brains (3). Fall, Spring. Introduction to the study of higher mental processes. The course highlights the wide range of topics covered in the field, including memory, perception, language, learning, and thinking. It also introduces approaches to these issues, including experimental psychology, cognitive neuroscience, and computer modeling. Prerequisite: PSYC 1010 or permission of instructor.

PSYC 3030. Psychology of Child Development (3). Fall, Spring. Major concepts, theories and principles of child development. Coverage is from conception until adolescence. Prerequisite: PSYC 1010. Approved for Distance Ed.

PSYC 3040. Psychology of Adolescent Development (3). On demand. Major concepts, theories and principles of adolescent development. Prerequisite: PSYC 1010.

PSYC 3050. Psychology of Personality Adjustment (2). Problems of personal adjustment. Related problems of theory and measurement of personality. Prerequisite: PSYC 1010. Approved for Distance Ed.

PSYC 3060. Psychology of Gender (3). Psychological characteristics of women and men: personality, adjustment, identity formation, intellectual processes, sexuality; theories and data on gender development. Credit allowed only for one of PSYC 3060 or WS 3060.

PSYC 3070. Human Sexuality (3). Fall, Spring. Survey of the relationship of biological, psychological, cultural, and historical factors to typical and atypical sexual attitudes and behaviors. Prerequisite: PSYC 1010, SOC 1010 or BIOL 1040.

PSYC 3080. Introduction to Clinical Psychology (3). Models and roles associated with delivery of mental health services; major conceptions of psychological assessment and treatment. Prerequisite: PSYC 1010.
PSYC 3090. Psychology of Adult Development and Aging (3). Discussion of major theories of adult development; description of how biological, cognitive, personality and social-psychological processes interact to produce development; emphasis on seeing how these processes occur in adults' everyday lives. Prerequisite: PSYC 101.

PSYC 3100. Lifespan Developmental Psychology (3). Fall. Research and theories of human development across the entire lifespan. Discussion of how biological, cognitive, and social processes affect human development from conception to death. Prerequisite: PSYC 101.

PSYC 3110. Social Psychology (3). Fall, Spring, Summer. Social behavior covering theoretical issues and recent empirical findings: social influence and conformity processes, attitudes and attitude change, interpersonal attraction, social perception, group processes, sexual behavior, environmental influences on social behavior. Prerequisite: PSYC 1010 or SOC 1010.

PSYC 3130. Research in Social Psychology (4). Field and laboratory research techniques in social psychology, attitude change, conformity, attraction, environmental effects on social behavior, aggression, group processes. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900, PSYC 3110. Extra fee.

PSYC 3210. Cognitive Psychology I: Learning and Memory (4). Principles and theories of human learning and memory, applied to the acquisition of knowledge and skills. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900. Extra fee.

PSYC 3220. Cognitive Psychology II: Thinking and Problem Solving (4). Theory and research on the nature of human thinking, problem solving, reasoning, concept formation and language. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900. Extra fee.

PSYC 3280. Psychophysiology (4). Fall, Spring. Laboratory course in psychophysiology; relationship between psychological states and physiological responses in humans; conditioning of autonomic responses, orienting responses, psychosomatic relationships and biofeedback, detection of deception. Four lecture hours, laboratory by arrangement. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900. Extra fee.

PSYC 3290. Laboratory in Developmental Psychology (4). Principal research methods in developmental psychology and their application to selected problems in the development of humans. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700 and PSYC 2900, and one of PSYC 3030,
PSYC 3040, PSYC 3090, or PSYC 3100.

PSYC 3300. Introduction to Neuroscience (3). Fall. Survey of modern views of the brain and exploration of the relationship between brain, behavior and the mind. Course examines how brain works and its important role in understanding psychology. No prerequisite. Credit not allowed for both PSYC 3300 and BIOL 3300.

PSYC 3310. Psychopharmacology and Clinical Neuroscience (3). Examines relationship between brain chemistry and drugs. Emphasis on the interaction of drugs with the brain, how drugs are used in treatment of psychological disorders and drug abuse. Prerequisites: PSYC 1010 or consent of instructor. PSYC 3300 strongly recommended.

PSYC 3320. Neuroscience of Emotions and Motivations (4). Biological causes of motivated behaviors such as sleep, hunger, thirst, fear, aggression and sexual behavior; how motivated behaviors and related emotional states are organized in brain, as elucidated by electrical and chemical stimulation and ablation of living brain. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700 and PSYC 2900, or consent of instructor. PSYC 3300 strongly recommended but not required.

PSYC 3330. Cognitive Neuroscience (4). Brief review of basic neuroscience principles followed by examination of relationship between brain mechanisms and complex cognitive functions such as learning and memory, language, spatial maps, and problem solving. Three lecture hours: two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 1010, PSYC 2700 and PSYC 2900 or consent of instructor. PSYC 3300 strongly recommended but not required. Extra fee.

PSYC 3340. Behavioral and Neural Genetics (3). The importance of genes and environment in behavioral actions has been debated for many years. Course examines relationship between heredity and behavior with particular interest in the role of the brain. Prerequisite: PSYC 1010 or consent of instructor. PSYC 3300 is strongly recommended.

PYSC 3350. Psychoneuroendocrinology (3). The importance of hormones in controlling behavioral and psychological tendencies has been discussed for many years. Course examines relationship between the major hormonal secretions of the body and consequences for psychobehavioral integration. Prerequisite: PSYC 1010 or consent of instructor. PSYC 3300 is strongly recommended.

PSYC 3360. Forensic Neuroscience (3) Forensic neuroscience explores how information about brain function can enhance how the legal system operates. The course includes an overview of neuroscience principles including functional neuroanatomy of systems thought to be involved in motivation and emotion. The focus is on how to use the science of the brain in the courtroom and to prevent and treat criminal activity. Students will learn basic concepts in behavioral neuroscience, medical imaging and scientific legal evidence, and will develop the ability to critically
evaluate neuroscience data in forensic and legal settings. Prerequisite: PSYC 1010. PSYC 3300 or BIOL 3300 is recommended.

PSYC 3500. Survey of Industrial and Organizational Psychology (3). Broad-based survey of the various content areas of industrial (e.g., selection, appraisal) and organizational (e.g., motivation, leadership) psychology. Underlying psychological principles that influence human behavior in the workplace are discussed.

PSYC 3520. Quality of Work Life (3). Impact of organizational environments on individuals and individual behavior. Topics include job design, leadership, organizational climate, job satisfaction and work motivation. Prerequisite: PSYC 2700 or consent of instructor.

PSYC 3580. Psychology of the Workplace (4). Laboratory course in Industrial-Organizational psychology. Topics may include job analysis, employee selection, job attitudes, and job stress. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700 and PSYC 2900. PSYC 3500 is strongly recommended.

PSYC 3600. Psychology of Language (3). Fall, Spring. The course introduces the wide range of abilities involved in knowing and using language, and considers spoken and signed languages (like ASL) and animal communication. Topics include development, comprehension and production in both normal and disrupted cases, and breakdown. Prerequisite: Permission of the instructor or one of the following: PSYC 1010, CDIS 2240, CDIS 2250, ENG 2900 or ENG 3800.

PSYC 3700. Quantitative Methods II (4). On demand. Analysis of variance and other multivariate methods for analyzing behavioral measurements. This course cannot be applied toward satisfying the laboratory requirement of the psychology major. Prerequisite: PSYC 2700.

PSYC 3810. Sensation and Perception (4). Historical introduction to sensory and cognitive processes that underlie our experience of objects, events and their relationships. Emphasis on visual and auditory perceptual systems. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900. Extra fee.

PSYC 3900. Supervised Research in Psychology (1-3). Research on selected problems supervised by a faculty member. Total number of psychology elective credits earned from PSYC 3900 and PSYC 4900 may not exceed six. Prerequisite: PSYC 1010 and consent of instructor. Graded S/U.

PSYC 4030. Personality Theory (3). Scientific constructs in personality theory; contemporary theories with historical antecedents; assessment of relationship to general psychology. Prerequisite: eight hours in PSYC.

PSYC 4050. Psychology of Abnormal Behavior (3). Fall, Spring, Summer. Data and concepts used in understanding, labeling and modifying deviant behavior. Prerequisite: PSYC 1010.
PSYC 4060. Developmental Psychopathology (3). Major psychological disorders of childhood and adolescence: description, etiological implications, treatment issues, approaches and problems, and related research. Prerequisite: PSYC 1010 or consent of instructor.

PSYC 4150. Psychology of Religion and Spirituality (3). Religion and spirituality from a psychological perspective. Religion and motivation, development, conversion, altruism, coping, mental health, psychotherapy. Prerequisite: PSYC 1010.

PSYC 4400. General Seminar (1-4). Specific content areas offered depends on demand and interest of staff. May be repeated three times. Prerequisite: consent of instructor. Approved Distance Ed.

PSYC 4520. Personnel Selection (3). Methods of selection and assessment in industrial and other organizations. Includes recruitment, hiring, promotion, etc. Compliance with fair employment and equal employment opportunity regulations. Prerequisites: PSYC 1010 and PSYC 2700 or STAT 2110 or equivalent.

PSYC 4550. Stress Factors of Work (3). Sources and effects of psychological stress at work and research on stress reduction. Topics include perceived work loads, role demands and ambiguities, job involvement and career stresses such as those in dual-career families. Prerequisite: PSYC 1010.

PSYC 4600. Introduction to Psychological Testing (3). Theory and methods of measuring human behavior. Basic measurement principles and applications; representative standardized tests of intelligence, interest, aptitude and personality. Prerequisites: PSYC 1010 and PSYC 2700 or equivalent.

PSYC 4890. Internship (1-3). Fall, Spring, Summer. Supervised field experience in an applied psychology setting. Credit not applicable to psychology major or minor. May be repeated to six hours. Prerequisite: junior standing and departmental permission. Graded S/U.

PSYC 4900. Independent Research in Psychology (1-3). Independent research in collaboration with a faculty member. Students who take PSYC 4900 are encouraged to present the results of their research at the annual BGSU Undergraduate Research Symposium or similar venue. Total number of psychology elective credits earned from PSYC 3900 and PSYC 4900 may not exceed six. Prerequisite: 10 hours of psychology and consent of instructor. Graded S/U.

PSYC 4950H. Senior Honors Seminar (3). Fall. Seminar in general psychology for senior major. Student required to plan and carry out research project under direction of faculty member. Prerequisite: senior major, approval by department undergraduate committee.

PSYC 4960H. Senior Honors Seminar (3). Spring. Seminar in general psychology for senior major. Student required to plan and carry out research project under direction of faculty member. Prerequisite: approval by department undergraduate committee.
Current Psychology Faculty Research Interests

Richard B. Anderson, Ph.D.  
Neural and Cognitive Sciences  
Office: 251 Psychology  
Phone: 419-372-9908  
email: randers@bgsu.edu  
Undergrad Teaching:  
PSYC 1010 (General Psychology), PSYC 2700 (Quantitative Methods I), PSYC 3220 (Cognitive Psychology)  
Research Interests:  
Decision making, Human rationality, Judgment, Memory, Inference, Statistical methodology, Psychology and Computing

William Balzer, Ph.D.  
Industrial-Organizational Psychology  
On administrative assignment: Vice President for Faculty Affairs & Strategic Initiatives  
Office: 250 Psychology  
Phone: 419-372-5312  
email: wbalzer@bgsu.edu  
Undergrad Teaching:  
PSYC 2700 (Quantitative Methods I), PSYC 3520 (Quality of Work Life), PSYC 3700 (Quantitative Methods II), PSYC 4540 (Interviewing)  
Research Interests:  
Performance appraisal, Decision making, employment interview, Job satisfaction, Personnel selection, Lean Higher education

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Industrial-Organizational Psychology  
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Undergrad Teaching:  
PSYC 2700 (Quantitative Methods)  
Research Interests:  
Counterproductive work behaviors, Formal and informal relationships in the workplace, High-risk occupations

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Neural and Cognitive Sciences  
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Undergrad Teaching:  
PSYC 3330 (Cognitive Neuroscience), PSYC 3340 (Behavioral and Neural Genetics), PSYC 4400 (General Seminar, Psychology of Space and Time), PSYC 4400 (General Seminar, Animal Intelligence)  
Research Interests:  
Behavioral and neural mechanisms of animal navigation, Neural mechanisms of learning and memory, Comparative neurobiology of the hippocampus

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Clinical Psychology  
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Undergrad Teaching:  
PSYC4400 (General Seminar, Health Psychology Lab)  
Research Interests:  
Behavioral treatments for obesity, overlap between obesity and emotional factors (e.g., emotional eating, depression), eating disorders
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Undergrad Teaching: PSYC 3090 (Psychology of Adult Development & Aging), PSYC 3100 (Lifespan Developmental Psychology)  
Research Interests: Cognitive Aging, Stress and Coping, Emotion Regulation, Acculturation and Health Disparity of Minority Population

Howard Casey Cromwell, Ph.D.  
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Undergrad Teaching: PSYC 101 (General Psychology), PSYC 3320 (Neuroscience of Emotions & Motivations), PSYC 3350 (Psychoneuroendocrinology), PSYC 3360 (Forensic Neuroscience) PSYC 4400 (General Seminar, Emotions and Life)  
Research Interests: Neural mechanisms of motivation and emotion, Social neuroscience, Anatomy and function of the basal ganglia system

Eric F. Dubow, Ph.D.  
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Undergrad Teaching: PSYC 101 (General Psychology)  
Research Interests: Effects of exposure to violence across social contexts on children and adolescents; Development of aggression; Design, implementation and evaluation of school-based interventions to prevent problems and promote social competence

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Research Interests: Sports psychology; College student psychosocial development

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Undergrad Teaching: PSYC 1010 (General Psychology), PSYC 2900 (Introduction to Laboratory Methods), PSYC 3280 (Psychophysiology), RESC 2000 (Youth Offenders)  
Research Interests: Affective neuroscience, Health psychology
Anne K. Gordon, Ph.D.  
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Undergrad Teaching:  
PSYC 2900 (Introduction to Laboratory Methods), PSYC 3130 (Research in Social Psychology), PSYC 4400 (General Seminar; Evolutionary Psychology; Evolutionary Psychology Lab)  
Research Interests: Human mating, Personal relationships, Social judgments

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Undergrad Teaching:  
PSYC 4050 (Psychology of Abnormal Behavior) PSYC 4150 (Psychology of Religion and Spirituality)  
Research Interests: Psychology of religion and spirituality; narcissism and narcissistic traits such as entitlement; human sexuality; pornography use; addictive behavior patterns; process addictions.

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Neural and Cognitive Sciences  
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Undergrad Teaching:  
PSYC 1010 (General Psychology), PSYC 3020 (Introduction to Cognitive Science: Minds and Brains), PSYC 3600 (Psychology of Language)  
Research Interests: Psycholinguistics, Language comprehension and development, Semantic memory

Scott Highhouse, Ph.D.  
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Ohio Eminent Scholar  
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Undergrad Teaching:  
PSYC 2700 (Quantitative Methods I), PSYC 4520 (Personnel Selection)  
Research Interests: Assessment and selection for hiring, Judgment and decision-making at work

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Undergrad Teaching:  
PSYC 1010 (General Psychology), PSYC 3810 (Sensation and Perception)  
Research Interests: Mental imagery, Spatial ability, Attention, Cognition and Instruction
Annette Mahoney, Ph.D.  
Clinical Psychology  
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Undergrad Teaching:  
PSYC 4060 (Developmental Psychopathology)  
Research Interests:  
Psychology of religion and spirituality and close relationships, including friendships, dating, romantic and marital relationships; relationships break-ups and divorce; parenting, Psychospiritual interventions, Child & family psychology. See website on the Psychology of Spiritual and Family Relationships for more information: http://www.bgsu.edu/arts-and-sciences/psychology/graduate-program/clinical/the-psychology-of-spirituality-and-family.html

Samuel McAbee  
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Undergrad Teaching:  
Research Interests:  
Personnel Selection, Psychological Measurement, Individual Differences, Research Methodology and Design

Dara Musher-Eizenman, Ph.D.  
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Undergrad Teaching:  
PSYC 1010 (General Psychology), PSYC 3030 (Psychology of Child Development), PSYC 3290 (Lab in Developmental Psychology), PSYC 4400 (General Seminar, Infant Development)  
Research Interests:  
Social and personality development, Development of children's eating habits and body image, Developmental methods, Design thinking

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Clinical Psychology  
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Undergrad Teaching:  
PSYC 3280 (Psychophysiology)  
Research Interests:  
Acceptance and Commitment Therapy, Behavioral medicine, Clinical psychophysiology, Behavioral assessment, Behavior therapy, Mindfulness

Harold Rosenberg, Ph.D.  
Clinical Psychology  
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Undergrad Teaching:  
PSYC 4050 (Psychology of Abnormal Behavior), PSYC 4400 (General Seminar, Psychology of Addiction)  
Research Interests:  
Alcohol and drug abuse, Behavioral assessment, History of madness and mental illness
Catherine H. Stein, Ph.D. | Clinical Psychology
Office: 243 Psychology | Phone: 419-372-2278 | email: cstein@bgsu.edu
Undergrad Teaching: PSYC 3080 (Introduction to Clinical Psychology) | Research Interests: Community psychology, Social networks and mental health, Family therapy, Life-span development

John Tisak, Ph.D. | Developmental Psychology
Office: 331 Psychology | Phone: 419-372-2246 | email: jtisak@bgsu.edu
Undergrad Teaching: PSYC 2700 (Quantitative Methods I) PSYC 3700 (Quantitative Methods II) | Research Interests: Psychological measurement theory, Statistical and mathematical methodology, Longitudinal/lifespan modeling

Marie S. Tisak, Ph.D. | Developmental Psychology
Office: 359 Psychology | Phone: 419-372-2273 | email: mtisak@bgsu.edu
Undergrad Teaching: PSYC 3030 (Psychology of Child Development), PSYC 3040 (Psychology of Adolescent Development), PSYC 3040H (Honors: Psychology of Adolescent Development) | Research Interests: Development of social cognition and social behavior, Moral and social reasoning, Study of juvenile delinquent behaviors and reasoning

Carolyn Tompsett, Ph.D. | Clinical Psychology
Faculty Improvement Leave Spring 2018
Office: 329 Psychology | Phone: 419-372-8256 | email: cjtomps@bgsu.edu
Undergrad Teaching: PSYC 4050 (Psychology of Abnormal Behavior) | Research Interests: Examining ecological models of juvenile delinquency and substance abuse among adolescents, Intersection of neighborhoods and poverty, peer and family influences, Multivariate statistics and modeling techniques

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Chair, Department of Psychology
Office: 202 Psychology | Phone: 419-372-9984 | email: mzickar@bgsu.edu
Undergrad Teaching: PSYC 1010 (General Psychology), PSYC 4600 (Introduction to Psychological Testing) | Research Interests: Psychometric methods, Personality measurement, Personnel testing, Social media