

Introduction

The content of the handbook covers a variety of aspects of the discipline of psychology with applications to the SNU Psychology Department. *Psychology as a Mission* presents a view of the Christian scholar in the study of psychology. *Psychology as Liberal Arts* explores the tensions between broad educational objectives and vocational training, and the function of psychology as a liberal arts major. *Psychology as a Discipline* defines the field, lists the subfields, examines its future and past. *Psychology as a Career* is devoted to the practical aspects of pursuing a career in psychology (preparation for applying to graduate school and getting a job). *Psychology as a Major at SNU* gives an overview of the degree tracks, sequencing of departmental and general education courses throughout the degree program, and suggestions for courses outside the major. It also lists psychology courses for those in other majors. *Faculty at SNU* lists the credentials of those who regularly teach courses in the department.

Psychology as a Mission

Christian commitment is accompanied by the desire to help others. Compassion for the needy and outcasts echoes throughout the New Testament and Jesus' concern for the poor is clear. Psychology as a career can augment your mission as a Christian. The discipline of psychology is a means of equipping you to be His expression of love in service.

Christianity and Psychology are complementary. A Christian perspective should guide and inform a full-orbed comprehension of what it means to be human. Understanding of persons, therefore, cannot be complete without the insights of a Christian perspective. In addition, the knowledge and skills gained through psychological inquiry can be utilized to aid Christians in competently serving others and psychological insight can provide an effective means of alleviating suffering and influencing others. Making positive changes in the world are important aspects of Christian responsibility. Christianity provides both the reason and the passion to help.

The SNU Psychology faculty is dedicated to helping you fulfill your vocation. We challenge you to learn with us what it means to be a Christian and a scholar. We invite you to join us in a supportive community as we seek to foster spiritual and intellectual development. We desire to become more fully reflective of the love of Christ as we journey together and attempt to extend Christ's compassion to an ever-widening circle in our community and world.

Psychology as Liberal Arts

In several arenas of higher education, there is a tension between vocational training and liberal arts education. SNU is by both mission and tradition a liberal arts institution. The term "liberal arts" implies a number of things about an institution and those implications may vary depending on who you ask. Nevertheless, liberal arts has been seen historically as focusing on experiences that have a freeing effect on the individual. A liberal arts education is, therefore, preparation for life-long learning. Important goals of a liberal arts education are developing the ability to read, write, speak, and think, as well as solve problems and use mathematics. These goals have stood the test of time and are still currently seen as being liberating processes. Controversy, however, has swirled about the tension between whether or not preparation for a vocation is part of a liberating experience. At one extreme, the programs at some colleges (perhaps best represented by St. Johns) have not included any specialization related to a career. At the other extreme, some colleges have programs with almost all courses focused on the vocational preparation of students. Even though it is a liberal arts institution, SNU steers for middle ground in this controversy. Having a job is seen as being liberating in a certain sense; therefore, career preparation is an appropriate function for a liberal arts college. While vocational preparation is

not ignored, a significant portion of courses required for an SNU degree are designed specifically to address the goals of a liberal arts education. In addition, departmental programs, rather than having a narrow focus of training for a specific job or vocation, seek to further the more general goals of liberal arts.

Further, the tension between liberal arts education and vocational training is linked to the implications of the words, “*education*” and “*training*.” “*Training*” implies the preparation of a technician who is well prepared to perform routine tasks, whereas, “*education*” implies preparation for problem-solving and for the flexibility to deal with circumstances that are not predictable and not routine. Another implication is that education is broad enough that it can serve as a platform from which many different kinds of careers can be launched, while training results in a more limited range of future options. In other words, if a person trained for a specific job loses that job, he or she will have to be retrained (perhaps with few skills transferring to the new job). The abilities gained in education, such as writing and problem-solving, are almost certain to be required in any future job. The difference is even more critical given the relatively short life of many jobs in today’s employment climate. Long-range considerations should be given priority when making educational choices that will span the next half century of your life. Centering on the assurance of a job just after graduation may be short sighted. Often employers want an employee who has the characteristics promoted by the liberal arts; employers often prefer to give specialized information within the context of their own organizations.

Psychology as a discipline is well suited to the liberal arts tradition; therefore, the aims of the Psychology Department at SNU clearly parallel those of liberal arts. The department’s objectives and, therefore, the program and course requirements reflect the liberal arts perspective. Even though courses are the primary methods for promoting a liberal education, extra-class activities (such as independent research, practicum experiences, collegial interactions) also serve the aims of the broader perspective.

Given the diversity of skills fostered in a psychology program, a major in psychology is versatile in the job market. The abilities honed in the context of psychology are valuable in the work place. Understanding people and their relationships with each other is a main thrust of psychological study. Almost every position requires the ability to work with people. It is claimed, although the source is vague, that workers are far more likely to be fired because they do not get along with others than because they are incompetent. Further, psychology is valuable in many kinds of careers. Using the investigative methods of psychology provides experience in critical thinking and problem-solving. Psychology majors are often sought for their ability to analyze and interpret data. In addition, the communication skills developed in psychology courses are important in virtually any employment situation; and to this end, writing and speaking are an essential part of the psychology program. Another advantage psychology has to offer is the overlap with a wide spectrum of other disciplines (see *Psychology as a Discipline*). Graduates with bachelor’s degrees in psychology are sought as management trainees, and are employed in retailing, social work, case management, and employee relations. Those with graduate degrees in psychology many find work in academia, industry, research, government, health care, as well as the areas above.

Psychology as a Discipline

Psychology as a discipline encompasses the systematic study of mental processes and action. A primary question that is addressed is why people act in the ways they do. Information to answer the question is gathered by observation, interviews, and questionnaires. A concern in attempting to answer the question is that, in gathering information, biases not cloud the answer. To that end, psychologists employ various devices to improve their objectivity. In this way, they have been able to find connections that help in answering smaller questions embedded in the primary question. The contribution to alleviating suffering and maximizing potential has been great, but much still remains unknown or not clearly understood.

The scope of approaches to the primary question means that persons with a wide variety of interests are intrigued by psychology. The range is from the physiological to the philosophical, from the practical to the theoretical, from the quantitative to the metaphysical. One measure of the contribution of the field is the degree to which other fields have appropriated the advances made in psychology. Some fields in which psychological insights have been applied include education, business, communication, medicine, fitness, sports, music, nursing, and law. Psychologists work in a number of kinds of settings—government, military, education, health care, recreation, churches. The diversity of the field is also reflected in the variety of subfields that are a part of psychology—clinical, counseling, developmental, education, engineering, forensic, health, industrial/organizational, neuroscience, animal behavior, quantitative/measurement, rehabilitation, school, social, and sports psychology.¹ Another dimension of diversity is the rationale behind the endeavor. Some investigators are challenged primarily by being keenly aware of practical applications for their findings (for example, improving the work place to increase productivity of employees or determining if an eyewitness is telling the truth in court). Others are challenged by discovery that is of theoretical significance with no apparent immediate application (for example, the possibility of a neuron's becoming more responsive after repeated stimulation). Another diverse perspective addresses the appropriate use of animals in psychological research. At one end of the continuum is the view that animals should not be used in psychological research, either out of concern for the animals or concern for the differences between animals and humans. At the other end of the continuum is the view that animals are of interest in their own right regardless of the application to human behavior.

The future of psychology is particularly bright. Of those careers requiring a college degree, psychology is predicted to be the third fastest-growing in the United States through the year 2005 and is projected to continue to grow for several years beyond that.² Another reason to be optimistic is that “most psychologists love their work. They cite the variety from day to day and the flexibility of their schedules. They are thrilled by the exciting changes taking place in the field from working with primary care physicians to using computers. Most of all, they are committed to helping people manage the ups and downs of daily life.”³

Psychology, which is essentially 125 years old, is a young discipline compared to many others. Even though those outside the field might reach back to Sigmund Freud as the founder of the field, psychologists date the establishment of psychology as a separate discipline to 1879 in the laboratory of Wilhelm Wundt in Leipzig, Germany. Perhaps due in part to its youth, debates are vigorous. One need only consult the latest journal in almost any of the subfields to discover heated exchanges on topics of both theoretical and applied concern. One of the implications is that it is rare for an insight to go unchallenged, resulting in a vigorously growing fund of reliable knowledge.

¹ For a description of each of these subfields, see *Psychology/Careers for the twenty-first century*, published by the American Psychological Association in 1996.

² Cited from American Psychological Association (1996).

³ Quoted from *Psychology/Careers for the twenty-first century* (1996, p.3).

Psychology as a Career

The key to success in any career is planning. It is not too early to begin even if this is your first year in college. The timeline also serves as a step-by-step process of planning for graduate school or the job market. In addition, resources are listed that will give you information beyond what can be included in this document. Myths about psychology as a career will be explored.

Timeline

The following outline is to guide you through the strategic aspects of your career preparation:

First year

- Get acquainted with your professors
- Plan a project that is independent of class assignments--consult with a professor
- Enhance writing, math, vocabulary and library research skills
- Participate in departmental activities
- Join professional organization as a student affiliate
- Check resources on websites of professional organizations—American Psychological Association—www.apa.org and American Psychological Society—www.psychologicalscience.org

Second year

- Determine eligibility for Psi Chi
- Take courses to extend math and writing skills; read to improve vocabulary
- Continue membership in professional organization
- Attend professional meetings, especially, the state convention for undergraduates (See professors and bulletin board for announcements)
- Visit with graduate students--ask them what student life is like, what kind of study load you can expect in various specialties in psychology
- Conduct independent research on a topic of interest
- Become familiar with professional journals by browsing
- Begin to develop vita
- Develop a portfolio of your major projects and papers
- From a tentative list of graduate schools, check for required and preferred courses by consulting the APA publication, *Graduate Study in Psychology* (available for overnight checkout from Psychology Department Office); add these courses to your Plan of Study for your degree

Third year

- Continue activities from second year
- Participate in a professional meeting
- Take the GRE to familiarize yourself with the process
- Depending on your career track, shop for graduate program or explore employment opportunities (If you are graduate-school bound, see *Graduate Study in Psychology*)
- Send for information (bulletins, brochures, financial aid forms, department application forms, etc.) from the most attractive of the above opportunities
- Write your goals statement (Ask several trusted friends and professors for input after you have developed a draft)
- Gather information about organizations or about professors in graduate programs you find most interesting. Select faculty members that are in areas that are of interest to you. Check *PsycINFO* for their publications, especially recent publications. Become familiar with the work of those professors and/or the characteristics of the organizations you are considering for a job.
- Arrange conferences with Psychology Department faculty to discuss your plans and ask them for any information they may have on graduate programs and other suggestions they can give you about applying to graduate programs and about furthering your career development
- Travel to the graduate schools or work sites that interest you most. Schedule the visits so that you will be able to meet the professors whose works you have read and read new publications that they have. You will not need to dump on them all you have read from their research, but your background should help you be comfortable discussing their research interests. In addition, the reading you have done should provide you with

- informed questions to ask them. You should, also, plan to meet other people at each location (professors, graduate students, etc.).
- Update resume
 - Maintain portfolio

Summer before Fourth Year

- Travel to any additional sites that you did not visit during the school year
- Look at application material and complete as much as possible
- Prepare for GRE. The GRE Advanced Test (Verbal & Quantitative) is particularly important
- Check course requirements and preferences from programs or organization to which you plan to apply; add to your Plan of Study

Fourth year

- Be sure you are enrolled in all courses offered in the fall that you will need for graduate school or job applications
- Take science, math, and writing-intensive courses beyond general education requirements
- Take GRE
- Prepare final copies of application materials. Make a copy of each application for your records. Be sure to include necessary fees with your applications. These materials should be mailed *at least two weeks before the deadlines*.
- Request that your undergraduate transcripts for all institutions you have attended be sent to all of the graduate schools to which you have applied. (You will have to send a final transcript after graduation to the school you will actually attend.)
- Ask faculty and other professional contacts for good letters of recommendation (for example, "Do you feel you know me well enough to write a good letter of recommendation?")--supply them with helpful information--your updated resume, your goals statement, and any other information that would help them write an effective letter in your behalf. Do not assume that faculty remember your activities and accomplishments during college even if it was work you did with them. You will probably need from three to five letters of recommendation.
- Continue participation in departmental research
- Follow-up on status of applications and letters of recommendation. Make sure that all requested information is in all appropriate locations before the deadlines. Verify that your application materials were actually received.
- Wait patiently for notification.
- Decline offers you do not want as soon as you can; accept the one that you want as soon as possible. Do not make changes after April 15.

Preparation

The decision to get a graduate degree or a job is not really an "either-or" choice. It may be simply a matter of sequence, which to do first. In fact, many career decisions are a matter of narrowing options and weighing priorities rather than selecting one option that precludes others. The topics that follow in this section are organized in the approximate order in which you will need to be concerned with them. You will need a vita, independent research, applied experiences (practicum, work, volunteer), a goals statement, programs selection, applications, letters of recommendation, and interviews. The processes of graduate school and job applications share many of these steps of preparation.

Vita

Characteristics

- Concise: A listing of your academic and professional accomplishments and activities to date
- Accurate: The vita is a reflection of you; often the only one that employers or screening committees have. **Proofread, proofread, proofread** checking carefully for accuracy of content and spelling. A mistake on your vita could cost you a job or graduate school appointment.
- Neat: Each should be an original with high quality print and paper. Never send a vita with anything handwritten. Your vita is an investment in your future so give it serious attention and do not cut corners here.
- Current and complete: You will want this document to contain all relevant career information; therefore, you need to update it frequently so no significant event will go unreported.

Benefits to you

- It is a summary of statistical information that will be useful to you as you complete applications for jobs and/or graduate programs.
- It will be a helpful summary to anyone writing a letter of recommendation for you. It will provide information they are not aware of and remind them of your accomplishments. Your sponsor will be able to augment the validity of their statements with examples thus strengthening your case.
- A graduate screening committee will be impressed by your initiative and organization if you provide a concise overview of your accomplishments.

Suggested content*

- Demographic information: your complete name; permanent address and telephone number with area code; school (current) address and telephone number if different; date and place of birth; marital status.
- Education: List, beginning with the most recent, institution(s) granting your degree(s)[Southern Nazarene University]; the degree(s)[B.S.]; year(s) granted [2006]; years attended [2002-2006]; major [psychology]; supporting areas [sociology, mathematics]; grade point all courses (even transfer) [3.38]; grade point average in psychology [3.61]; grade point average last three semesters [3.91]; Graduate Record Examination scores: Verbal [620], Quantitative [580]
- Honors: [Psi Chi, scholarships/fellowships; awards; departmental assistantships]
- Employment: (If in the categories of education and employment you have not accounted for all years since high school graduation, be prepared to fill in the missing years in an interview)
- Research experience: give title or description; year; describe your involvement [author, collected data, etc.]; list supervising professor
- Papers presented: give title; meeting; date; co-author(s), if any
- Teaching experience: list role(s) [review assistant]; course(s) [General Psychology]; date; supervisor [Professor Vera Hance]
- Clinical work experience: give position; organization; amount of time spent; dates; supervisor.
[Psychiatric aide, Deaconess Senior Diagnostic Center, 15 hours per week, 3/03 to present. Supervised by Professor Delilah Joiner]
[Volunteer, Oklahoma City First Church of the Nazarene, Youth Department, 2003-4 academic year. Supervised by Jon Middendorf.]
- Professional affiliations: [American Psychological Association, Student Affiliate; Oklahoma Psychological Association, Student Division]
- Career objective: [Psychologist in geriatric mental health facility]

* Sample information in brackets

- **Interests:** [Watercolor painting; vocal music performance; playing and coaching soccer]
- **References:** list names, affiliations, and addresses of 3-5 persons [If you do not list some of the supervisors listed in above sections, be prepared to tell why in interviews. Not that you should list all if there are more than five, but be prepared for the question nonetheless.)

Independent Research

No other experience has the power to engender respect in the field of psychology to compare with designing an empirical study, collecting data, analyzing the data, drawing meaningful conclusions, and publishing or presenting those findings. So regardless of the specialization you choose, you will be expected to exhibit some competence in this area in order to rise to the top levels of the field. If you have not attempted such a project as an undergraduate, your intentions to pursue an advanced degree may not be taken seriously by a selection committee even if you want to be a practitioner rather than a researcher. Also, working with a professor allows him or her to become acquainted with the characteristics that will make you attractive to a graduate program and will be particularly helpful when you need letters of recommendation.

Some schools request undergraduate papers that you have written; therefore, engaging in independent research is a way to demonstrate your overall academic ability. Even if they do not explicitly request a paper, you should send a sample of your best work. The paper(s) should be mechanically correct (even if you have to revise it for this purpose). The paper should be on a psychological topic and follow APA style. If you have completed the project on your own initiative not as a class requirement, it is evidence of your initiative and ability to see a project through to completion.

Practicum, Work, & Volunteer Experiences

Practicum, work, and volunteer experiences are valuable to you. They strengthen your application by showing that you are making an informed choice in that you are aware, on a first-hand basis, of what it means to “help others.” The experiences give validity to your claim that you want to work with people.

Goals and Personal Statement

Goals statements are one of the most important elements of your application. Screening committee members are interested in the “fit” between you and their program. Your goals must be clearly enough articulated and have sufficient definition that the “fit” or lack of it is apparent. Even though you may feel that just being accepted into a program is your priority, the “fit” is, in the long view, important to you as well. You could be very frustrated by being in a program that did not serve your needs and aspirations.

Although it may seem self-evident, the first step in the process is to identify *your* goals. You can coast into college by doing what your friends are doing. You can essentially let someone else (friends, family), select where you attend, but becoming a professional is not automatic. You will need to make and own your choices. The goals which direct your choices must be clear to you; otherwise, you will be unable to communicate them to others. Your goals must be just that, *your* goals, and you must hold them with a God-given passion that will affirm your choices and provide direction even when doubts and discouragement cloud your path and momentarily hide your view of those goals. Therefore, this process must involve sincere and deep soul-searching. You cannot dash off a goals statement on a short study-break while studying for a History & Systems test. You must put your best thought and writing abilities into one of the most important documents you will ever produce.

Suggested procedure

- Ponder, meditate, pray for direction
- Make notes and devise an outline
- Talk to someone who knows you well; who cares about you, but who can, at the same time, remain somewhat detached in terms of his/her own agenda for you
- Write a draft
- Let it set for a few days; ponder, meditate, pray for direction
- Return to it to revise and add new insights
- When you have the draft in reasonably good form ask several people you respect to read and critique it for you. These readers should include, but not be limited to, someone who is familiar with what screening committee members in psychology graduate programs expect and find impressive. You should also ask someone who is an expert in written composition. These readers are doing you a favor so respect their time demands (that is, do not expect any of them to read it immediately and give you the best feedback possible).
- After getting the input from readers, revise as necessary.
- **Proofread.** This document **must** be mechanically flawless--no misspellings or typos, no grammatical errors, no slang or contractions. Lack of technical accuracy will have a greater impact than can be offset by a long list of impressive accomplishments.
- Print with high quality print on high quality paper. Each should be an original. No handwriting should be anywhere on the document for any purpose. If you find you have omitted anything, reprint all copies.
- Remember this is a capsule version of your future and reflects who you are to people who do not know you but are potentially some of the most influential persons in your entire life.

Considerations

- The tone should be one of sincere humility with realistic confidence. You are a student asking for the privilege of learning, but you bring a marketable potential to the process. You should indicate that you are aware of the areas you intend to develop during your graduate experience.
- You will not be expected to be an accomplished professional psychologist. If you were, you would not need graduate school. Be honest; mention significant projects you have accomplished, but do not exaggerate their importance.
- In final form this document should be no more than two double-spaced pages.

Content

Include

- your goals. You should present evidence that you have tested these goals against reality and that you have experiences that verify the appropriateness of these goals for you. If you are the typical applicant, you are long on potential and short on life and work experiences. Use the experiences that you have had to your advantage (practicum, jobs, volunteer work [do not forget church responsibilities such as teaching first graders in Sunday school or even helping supervise a group of children on a field trip]). Other reality checks are your performance in and enthusiasm about certain classes and your involvements in departmental and professional organizations and activities. Your goals will have validity when there is evidence that you are already a student who is involved professionally and who understands the reality of working with people as a career in a helping profession.
- answers to the questions of why and how you chose your specialization
- your statement for each school that reflects any instructions given by that particular department. Tailor each version to fit the character of each specific program. This is not to advocate that you develop new goals designed to appeal to each selection committee. Presumably, your goals are congruent with the aims of any program to which you would apply.
- your interests and relevant experiences. Relate how your interests developed and how each particular program will help you capitalize on your interests and strengths to reach your career goals.

- answer the question of why *this* program. Individualize the answers in such a way that it is obvious that you are aware of the emphasis and goals of that program and that those goals are congruent with yours. Quote or paraphrase from their own statements of purpose published in brochures, catalogues, and letters. It must be apparent that your answer is not one that could be sent to any school by any applicant.
- your desire to make a contribution to the field--elaborate on the ways you hope to be a part of the progress and development of the field. (In truth, your major professor wants you to be a clone of him or her and, even more importantly, contribute to his/her career success!)

Do not include

- your life history. Self-disclosure is appropriate as long as the experiences are relevant to your career decision and goals. Great detail is unnecessary. Self-revelation should provide insight into your career choice, but not be exhibitionistic.
- lengthy statements of your personal experience and philosophy
- as a goal that you want to help people. Committee members have heard this repeatedly and do not tend to be impressed by it. One reason is that it makes you no different than most other applicants. Another is that they will eschew even the slightest hint of a savior complex in an applicant.
- that others seek you out to listen to their problems. Again this distinguishes you from few other people and is not indicative of the ability that it takes to be a successful professional in psychology. They recognize that people will talk to anyone given even the slightest opportunity and no encouragement.

Choosing a Graduate Program

Considerations

- Reputation and competitiveness of school/department: consider both national ratings [consider applying across the spectrum from your dream to minimally acceptable] and climate for students [do they treat students fairly?]
- Internships available, if you are applying in clinical or counseling
- Research, teaching or clinical emphasis in program
- Theoretical orientation
- Availability of financial aid: scholarships, research and teaching assistantships, loans Is it possible to go part time if necessary? Is it possible to have a job other than assistantships?
- Program requirements, both prerequisites to entering the program and requirements for obtaining the degree(s)
- Location of school: considering the length of time you would be there and how little extra time you will have, location should not be a major factor in your decision

Procedure

1. Program listings: After making the above decisions, consult a guide to graduate programs in psychology such as American Psychological Association's *Graduate Study in Psychology* available for one-day check out from the SNU Psychology Department Office.
2. List 10-30 that look like the best fit for you in light of your preferences and circumstances. Note required and recommended prerequisite courses, average and cut-off GRE scores, necessary overall and psychology GPAs, and availability of preferences.
3. Visit website of each and write a general letter to request applications and information if necessary.
4. Make an informational visit to those schools that interest you most. You should go before making your decisions about where to apply; therefore, you would need to complete the visits by the fall of your third year of college. Fall is a better time than spring because graduate faculty are less occupied with selecting the next group of graduate students in the fall. Be sure to make appointments to be assured of meeting the persons you wish to see.
5. Make your final choice of programs and begin the application process.

Applications

General tips

- The application itself should give evidence that this job or graduate program is important to you. Typing the application and making sure it *looks neat* are critical in forming a positive impression. The first impression is hard to change regardless of whether that impression is positive *or* negative.
- Allow yourself *ample* time to complete all requested materials. This is too important to allow yourself to be squeezed into a mediocre, incomplete presentation of yourself. Incomplete information speaks in the selection process and you do not want someone else putting his or her interpretation on omitted information. FYI, Christmas break of your last year in college is neither timely nor sufficient to complete applications for graduate schools. Allow at least two months before the earliest deadline.
- In submitting an application, include features that will distance you from the other applicants. Your application must have something about it (about you) that will make it memorable in a positive way. A graduate faculty member must be interested in your potential as a graduate student for you to be selected.

Sequencing

- First, complete the information that is common to all applications--pull information from your vita and goals statement.
- Second, complete the information that is unique for each, giving attention to why you want this particular job or program.

Letters of Recommendation

What procedures should you follow?

- Early in your college years, look at forms for letters of recommendation. You should assess how faculty would rate you on the various attributes listed. If any of the ratings are lower than you would like, you should regard these as areas for improvement. In a faculty member's assessment of your potential, they will consider the traits they believe graduate faculty are seeking in their graduate students (such as, initiative, independence {the type that moves forward into challenges with informed judgment}, and responsibility {follow-up, carry-through}, realistic career choice and fit.
- Ask each prospective sponsor before you list him or her as a source. To have a request for a recommendation arrive unexpectedly is risky for you.
- You should provide each sponsor with copies of your vita and goals statement. The vita will focus your sponsor on your specific accomplishments and serve as a reminder of your involvements that he or she can highlight. The goals statement will increase the likelihood of a match between your application and the letters of recommendation. The resulting congruency will lend validity to both. Being highly recommended as a clinician would not enhance your chances of being selected for a social psychology program nearly as much as being recommended for that specific program, in fact it might hurt your chances. It would appear that the sponsor did not know you very well. Make it very clear to your sponsors to what *specific* program you are applying at each school.
- Include all necessary forms and give the sponsor all requests at the same time. You should complete your part of the form including the waiver of right to see the completed letter. (An employer or a screening committee member will likely question the candor with which a sponsor responded if you should elect to see the completed letter.) Some suggest that you include addressed and stamped envelopes with each letter you are requesting. However, some sponsors prefer to use their own letterheads and envelopes. The safest route would be to ask each his or her preference; otherwise, include the addressed and stamped

envelopes, it reflects your planfulness. If the letter is to be addressed to a certain person, group, or office, make sure that is clear to your sponsor in each case.

- Include the date each letter is due in a prominent place on the materials provided. Allow at least two months before your deadline.

Who should you ask?

- Ask those who know you well enough to write a specific letter of recommendation rather than speak only in generalities. Anyone you ask should be familiar with at least some relevant aspect of your ability.
- Select persons who represent a variety of perspectives, but have credentials that will be respected by the employers or screening committee members. Generally, most should be from the field of psychology--selection committee members assume that professors in other departments are not very well qualified to comment on your suitability for graduate study in psychology
- *Do not* ask your relatives, friends, physician, or pastor even if they are psychologists
- Ask those who say they can write you a good letter of recommendation. Ask if you are not sure.
- *Do not* send more letters than requested

Interviews

If you are applying to a clinical or counseling program, you will very likely be asked to go to the school for an interview. Your interview will be scheduled at a time they select. Generally you will have a narrow window of time as options; but when they call, you go. As a preliminary step, a faculty member may call you unannounced for a phone interview. In either case, preparation is the key to handling the situation well. If you are given an interview, you know that you have survived the first cuts. A committee will interview two or three times as many candidates as they finally select. However, each student they have selected may well have applied to five or ten or more schools. The implications are that there are something like a tenth as many applicants as applications; therefore, several of a program's first-round selections will refuse the offer, opening up slots for other applicants. Of course, you will have to bear the cost in terms of travel, time, and energy, but as the old saying is "Nothing ventured, nothing gained." To refuse to go to an interview is to significantly reduce or even eliminate your chances of being accepted.

Preparation

- Be thoroughly familiar with the program. Read any materials sent you or any you can obtain. Have in mind the research and professional interests of the faculty in the specialty area to which you have applied; be aware of influential works; focus on the publications of the faculty member whose interests seem most similar to yours, be sure to get the most recent as well as earlier works. Use this information judiciously; do not give them a lecture on their own works, but let your knowledge serve you in a carefully measured way. Be confident but not overconfident in your understanding.
- Review your goals statement and your statement of why you were interested in their program. Be specific rather than generic; make statements that are particularly true of this department. (A suggestion, mention the research interest of a faculty member as an attractive feature to you.)
- Review information about the orientation of the department.
- Realistically review your own professional and academic strengths and weaknesses. Use balance to indicate that you recognize that you are neither the perfect candidate nor totally incompetent. Let them know that you are sufficiently self-aware to realize that you do have weaknesses (and plans to compensate for them). Identify areas you feel a need to develop to be an effective professional; but do not dwell here. You will have to sell yourself whether in a job or a

- graduate school interview. Focus on the contributions you can potentially make (with their help!).
- Prepare a list of questions to ask your interviewers. You may be evaluated as much by your insightful questions as by your responses to their questions. Ask questions on a variety of topics (internship opportunities, research opportunities, student-student relations, faculty-student relations, professional {not personal} questions about interviewers and their interests and work, departmental orientation and theoretical perspectives, sequence of major milestones and requirements of the program {oral and written comprehensives, required tools/competencies, etc.}, typical length of time students take to complete the program, etc.). **Do not** ask questions that are already answered in information they have sent. You may have questions about the information, but make it clear that you are familiar with what was sent, just in need of clarification on a point or two. *Memorize* at least four or five of your best questions rather than having an obvious list with you.
 - If you have not had the opportunity to meet graduate students in the program, arrange to do this before leaving campus. They may have selected students to meet you (even interview you); however, you should seek out students without the faculty being present and even find some that were not hand-picked to meet you. Students are far more likely to be candid because they will not be particularly trying to recruit you. You will want to know their view of the typical length of the program, and how many do not complete and for what reasons. Are students “washed out” of the program and at what point is this most likely to happen? What is the interpersonal climate among students, and among faculty and students (competitive, collegial, formal, informal, etc.)? Cost of living? Housing availability? Sources of funding? Availability and location of library, computer, laboratory facilities?

On site preparation before interview

- Become familiar with the Psychology Department location and facilities. Locate interview rooms if possible.
- Be at your physiological and psychological best--be rested, eat well, dress professionally, but comfortably (you may well be dressed more formally than they, but that is appropriate for the interviews)
- Be completely familiar with your interview schedule. Plan to arrive early. **You must not be late or miss an interview!**

Cost of the interview

You should be prepared to pay for the following:

- your transportation to and from the interview
- your meals
- your lodging (might ask if accommodations are available near or on campus for less than motels/hotels)
-

Myths

There are no jobs for psychology majors with undergraduate degrees.

The chances of those with undergraduate degrees in psychology getting a job are at least comparable to that of other liberal arts graduates. Psychology majors have a reputation of being good writers, experienced with data analysis, and, in general, being bright. Understanding human behavior, the primary focus of the field, is important in a great many jobs. Some graduates are employed in fields directly related to their major; other work in areas that utilize their competencies but are not directly related to the field.

Everyone in psychology is a counselor.

The three major functions of those with degrees in psychology are research, teaching, and application of psychology. Counselors are considered to be in the applied segment. In terms of numbers, those in counseling are certainly one of the larger groups, but nevertheless, many are not in counseling. For the wide scope of subfields included under the umbrella of psychology see the section *Psychology as a Discipline* included in this document.

FAQs

Can I get a graduate degree in psychology?

The answer to that question depends primarily on you and the decisions you make. Academic ability is a consideration, but not the ingredient that most people find lacking in their quests to attain a graduate degree in psychology. No amount of intellectual capacity will compensate for preparing, planning, and sheer determination. If God has placed within you interest in, and the passion and vision for the field and helping others, then the answer to the question is that you can find an avenue of expression of these God-given traits in the context of psychology. Reaching the markers of your accomplishments (degrees, for instance) will not happen automatically. It requires sustained, day-to-day discipline, timely, careful planning and preparation, and the ability to prioritize responsibilities and manage resources (time, money, strength, to name some important ones). Only you can look within and assess whether or not the commitment is there. You need sufficient commitment to carry you through to completion of the degree for which you applied. Dropping out of graduate program is typically seen differently than dropping out of an undergraduate degree program. The consequences of dropping out for undergraduate students would usually be that it would naturally extend the length of time it takes to complete degrees. Unless some prior agreement has been reached due to extenuating circumstances, a student will not necessarily be automatically accepted back into a program. In fact, he or she likely may not get back into the same program at all and may have his or her chances of getting into any other jeopardized. Others from the same undergraduate program may be seen unfavorably and have difficulty being accepted in that program, as well. If you choose to go to graduate school, you have a responsibility to yourself and others who follow, to do your best to complete the degree. These considerations are not intended to discourage you from pursuing your goals, but to encourage you to think seriously before launching into a course of action that you will later regret.

How does graduate school compare to undergraduate?

Of course, the comparisons are generalities and will not be true in all cases. In general far more reading will be expected. Typically, there will be fewer tests in each class--usually a midterm and a final, sometimes only a final. The consequences of fewer tests are that each test covers so much material that cramming is virtually impossible and that written assignments will be weighted heavily in the overall course grade. The difference is not only quantitative but also qualitative; synthetic thinking is assumed in all your work. If you have a tendency to wait until a deadline is near to start on a project, you will have to change to survive in graduate school.

What if I'm not accepted into any of the graduate programs?

The best strategies coupled with a good record do not assure you a place in a graduate program. However, do not abandon your dream; revise it. Devise alternate plans. The following are aspects to consider:

- You may feel that you have just expended a great deal of effort and have nothing to show for all your planning and work. However, you should not let your understandably negative feelings blind you to the gain that you can still realize from your effort. Learn from your experience. Ask for constructive feedback from the screening committee members about

how to improve your chances of being accepted; also, ask if they recommend that you reapply to their program. Even if you decide to apply to other programs the next time, the suggestions can be very useful in helping you to present yourself well.

- You may feel that you have at least a year to waste before applying again. Actually, there are several avenues of action still open to you that will turn the time into valuable experiences.
 - Look at the schools that you considered but did not send an application, especially those that fell in the acceptable but less competitive range. They may still have slots open; ask if they are still considering applicants even though their published deadlines are past. It is a long shot, but not impossible; they may have had more refusals among accepted applicants or opened up positions if late funding became available.
 - Consider programs for schools with no or later deadlines for admission. Programs in colleges of education may still accept applicants as late as May or even June.

Cautions to recognize:

- in getting a master's degree-only program when you are planning to get a doctoral level degree
 - some programs are not interested in master's only students
 - few of your master's courses will probably transfer to a doctoral program; you may have to take as many courses in a doctoral program as you would have if you just had a bachelor's degree
 - some programs will look unfavorably on applicants with a master's degree; others are favorably impressed and prefer, or even require master's level course work, before admitting students into their doctoral programs; with the mix in attitudes, evaluate master's-only programs by their success rate in getting their graduates into doctoral programs
 - plan to complete the master's program if you accept admission; failure to complete a program very likely would weaken your position in applying to other schools; a master's degree would almost certainly have to be completed to be seen as an asset
- in enrolling in a specialty area that was not your first choice hoping to switch to your first choice later
 - a switch to another specialty often is forbidden by policy; in the unlikely event that a switch is not explicitly barred, it would not be looked on favorably

Rather than making a hasty decision, you might be better served to spend the time working (particularly in a job related to your aspirations), taking additional course work (more math, for example), discovering other ways to strengthen your application (empirical and/or library research in an area of interest; present at a professional meeting, etc.).

Serve him with wholehearted devotion and with a willing mind
“For I know the plans I have for you,” declares the Lord. . .
“You will seek me and find me when you seek me with all your heart.”
(from I Chronicles 28:9 & Jeremiah 29:11, 13;)

Psychology as a Major at SNU

The section Psychology as a Major at SNU addresses the degree tracks, advisement, scholarships, frequently asked questions (FAQs), academic Dos and DON'Ts, and suggested courses. The information included in this section is designed to help you make decisions that are part of being a psychology major at SNU.

Degree Tracks

Three undergraduate tracks are options in the Psychology Department at SNU. Two of these tracks lead to a Bachelor of Science (B.S.) degree; the other plan, a Bachelor of Arts (B.A.) degree. Although the traditional distinction between the B.S. and the B.A. degree has been blurred, generally, the B.S. degree has more course work in the major than does the B.A. The B.A. is considered to be a liberal arts degree to a greater extent, and therefore, requires fewer courses from the major allowing the opportunity to take more classes in areas not directly related to career goals. In a more practical vein, the B.A. has a second language requirement besides English, but the B.S. does not.

The B.S. degree tracks have different purposes. The purpose of one, the B.S. degree with a major in psychology, is to prepare students to pursue graduate education in psychology. The requirements are more structured than those in the other degree plans. The requirements are based on the content most expected to be mastered before entering a graduate school program. These requirements are to provide a solid preparation in basic psychology. Specialization in a particular aspect of psychology will come in graduate school and beyond. The purpose of the other track, the B.S. degree with a multidisciplinary concentration, is designed for students whose particular career plans involve two, or at most three, disciplinary areas. The Human Relations major is an example combining Speech Communication and Sociology with Psychology. Other combinations are possible as well; in fact, any other disciplinary area that is offered at SNU could be combined with psychology in this degree-track.

The current psychology requirements for each of the degree tracks is given in the current SNU catalog. Check the current catalog for a listing and description for courses available to you. You may take any one of the following without having another psychology course: General Psychology I, Crucial Issues, Human Development, Psychology of Children & Youth, Self-concept Development, Careers in Psychology, and Statistical Methods. General Psychology I & II, nevertheless should be two of the first that you take for at least two reasons: they are the prerequisites for many of the more advanced courses and they give you an overview of the scope and composition of the field. This overview is a reality check on the appropriateness of psychology as a career choice for you. Other sequences that you need to be aware of in planning your enrollment from semester to semester are that Statistical Methods must be taken before Research Design, which is followed by Senior Thesis. Principles of Counseling should be taken before Techniques of Counseling.

Two other general considerations that you should make in selecting courses for each semester have to do with balancing of general education courses in relationship to those in your major and how to sequence the other courses in your major. Ideally, you would take general education courses and major courses concurrently, with more general education early tapering to less in the later semesters and increasing the load of psychology courses later in your program. Typically, students take the heaviest load of psychology in their junior year with more electives chosen from other departments in the senior year. Considering the order of the other courses in your major, the primary points to keep in mind are that some practicum sites require that you have at least Principles of Counseling before you are considered for placement. Also, History & Systems and Psychology of Personality are typically taken as some of the last courses in your major, and Senior Colloquium must be taken in the spring semester of your last year of college.

Practicum experience is required. In a practicum, you are assigned to an organization or an agency that is willing to let you observe and work in a setting that would be appropriate for a psychology student. Practicum experiences have benefits to you in addition to the opportunity to learn in a hands-on way; they allow another reality check on psychology as a career choice. They also have the potential to help you get a job and/or get into a graduate program.

Some courses are not required in any of the degree tracks, but can be used to supplement the requirements and allow you to explore other courses of interest. Other experiences, while again not required, further your career development. You can be involved in the professional

organizations that support your learning experiences. We have a local chapter of the national psychology honor society, Psi Chi. You can become a member of the student division of either Oklahoma Psychological Society or Oklahoma Psychological Association, and at the national level, the American Psychological Society or the American Psychological Association. The dues are moderate for students. You should plan to attend and participate at some point in the annual meetings of some of these organizations. Your participation can serve at least three purposes. One, it furthers your learning in a different context than either course work or practica. Secondly, it allows you to see the field from a vantage point other than the classroom or the clinic (another career reality check). Finally, you are building a vita (the history of your educational and professional experiences), and graduate school screening committees and prospective employers will want to know the extent of your involvement and experience within the field. These items are evidences that they expect to find.

Advisement

Your role

- share with your advisor information about your long-term career and life goals; and discuss changes in goals as they occur
- make a preliminary sketch of your course selections for all semesters of your degree program
- each semester, initiate the enrollment process by scheduling an appointment with your advisor, but before that appointment, make the best attempt you can to schedule the necessary courses considering the class schedule along with current closings and revisions to the schedule. You should never walk in to an appointment to have your semester schedule approved by your advisor without having a *tentative* schedule in hand, keeping in mind that some changes may be necessary. You should make your best effort to employ all the information that you can obtain about courses being offered and those that would be appropriate and necessary for your program for the next semester. **Reminder**, make your appointment early in pre-enrollment so that you have as many options still available to you as possible. **Another reminder**, it is impossible to schedule 15 hours without any 8 o'clock, afternoon, or evening classes
- take responsibility for choices about courses selected and load, and about the appropriate balance among course load, work obligations, sleep, and other activities
- complete the pre-enrollment process
- if you need to add or drop a class before the deadline given in the class schedule, see your advisor for the appropriate form and approval, then complete the process in the appropriate offices. You are not enrolled or dropped from a class until all steps are complete. **DO NOT** just quit attending a class without completing the drop process. Do not count on being dropped from the class, you may very well receive an F on your transcript. You should talk to the professor teaching the class that you plan to drop, especially if you may not be passing the course. If you are in fact failing the course, the professor may give you a grade of WF (withdrew failing); this will be counted the same as an F in calculating your grade point average so you may want to improve your standing in the class before dropping.
- check the schedule changes at the beginning of each semester
- monitor your own progress, planning so that sequencing is appropriate and requirements are met in a timely way; file appropriate forms for any changes or exceptions that are necessary in your program; initiate degree checks; whether you meet the course requirements of your degree track is ultimately your responsibility

Your advisor's role

- provide accurate information about academic policies and guidelines relevant to your degree program

- provide accurate information about procedures for enrollment and graduation
- explore career information and options with you; help you explore the appropriateness of your career choice and point you to resources to help you make an informed choice
- supply information about how to enter the next stage of your career development
- monitor your progress toward a degree
- approve your enrollment each semester, any changes in schedule that may be necessary during the semester (drop-adds), and approve the courses you selected to meet the requirements of your degree
- be a mentor, guiding you toward being a Christian scholar in psychology

Scholarships

The following departmental scholarships are provided in addition to other sources of funding that are generally available to SNU students. Applications are to be completed early in the spring semester for scholarships awarded the following academic year.

The application process is combined for the departmental scholarships. To apply you need complete only one form; you will be considered for the best match between your qualifications and the wishes of those providing the scholarships. The forms are available from either the Psychology Department Office or the Financial Aid Office. A requirement common to each of these scholarships is that those who have provided these funds want to become acquainted with the recipients at least by letter if not a meeting in person. All the donors are alumni of SNU.

Karns Memorial Scholarships

The Karns family, represented by Dr. Forrest and Mrs. Jean Ladd, and Mr. Don and Mrs. Colleen Cornwell, have given endowments to assist students majoring in psychology. The members of the Karns family have been long-time supporters of SNU and, particularly, the Psychology Department. Dr. Ladd taught in the department for forty years. The interest from their gift provides a perpetual source of funding to aid several students in meeting costs of their SNU education each year.

Thurman E. Coburn Scholarships

Dr. Thurman E. Coburn has given an endowment to help students majoring in psychology and sociology. Dr. Coburn, a clinical psychologist, taught at SNU and has supported SNU and the psychology department for many years. The interest from his gift helps students in funding their educations.

Jack Imel Scholarships

Mr. Jack Imel provided an endowment that generates interest used to support SNU students with majors in social sciences. Mr. Imel is an educator who has supported SNU in a variety of ways for many years. He is especially interested in helping students throughout their college years who have to work in order to remain in school.

FAQs

Should I go to SNU or to a larger university to get a degree in psychology?

While it is true that there are advantages of going to a larger university, such as, a larger variety in course selection, larger facilities with well equipped laboratories, more faculty, and well supplied libraries, the advantages of selecting SNU should be carefully taken into account.

Course Selection

SNU offers the courses that are expected to be part of an undergraduate major in psychology. At a larger university you could take more specialized courses but these would not be any better

preparation for graduate school; in fact, in some cases these more specialized courses could be a barrier to adequate preparation if taken instead of the essential core preparation courses in psychology.

Facilities and Laboratories

Larger facilities are not necessarily more adequate, comfortable, or usable than what we have at SNU. As a matter of fact, we are proud of our well-maintained, well-appointed facilities, especially compared to other campuses. At larger universities, faculties and laboratories are rarely accessible to undergraduates. At SNU however, undergraduates are our *primary* interest.

Faculty

The faculty are primarily interested in and committed to teaching undergraduates rather than doing research to advance their own careers, leaving the teaching of undergraduates to graduate assistants. At SNU, your courses are taught by qualified faculty. Another advantage of a degree from SNU will become apparent when you need letters of recommendation. Good letters of recommendation have to be specific rather than speak in generalities about the person being recommended. The faculty at SNU will know you well enough by the end of your program to write a specific letter of recommendation describing and promoting you as an applicant. Students from larger universities are rarely known well by their instructors and may have met few other than graduate assistants. SNU faculty are available as consultants/guides on student-initiated research. In contrast, professors at larger universities are typically absorbed with their own research and graduate students.

Library Resources

We are not able to fund the library at the same level as a research university, but we do carefully use the resources that are available to acquire the most important works in the field (most of the journals published by the American Psychological Association are available on campus). In addition the technology available makes a wide array of resources available from a broad range of sources. Furthermore, the librarians in the SNU Learning Resources Center are competent, available, and willing to help students access whatever is necessary to complete projects and assignments that are based on as solid a research foundation as is available at any other university. Obviously, accessing these materials should never be left to the final hours before a project is due. Quality work is rarely a product of such pressured endeavors, regardless of the adequacy of local resources.

Practicum

Our undergraduates are placed at practicum sites that other universities reserve for their graduate students. These special opportunities are possible because of the quality of the students we have sent to these locations in the past, as well as to the care taken by our on-campus supervisor of practica. Your responsibility, if you are enrolled in practicum, is to preserve this opportunity for future students as it has been cultivated and preserved for you. You must be diligent and professional in meeting your obligations to the organization that extends to you the privilege of learning with them. Always remember it *is* a privilege; none of these organizations are required or, surprisingly enough, even necessarily benefit from having practicum students.

Preparation

As an evidence of the quality of preparation and students at SNU, in cases where our students matched their preparation with that of students at other universities, SNU students have found that they are very thoroughly prepared. Our students have performed very well in state competition with students at large state universities.

Summary

In summary, undergraduates are our primary concern at SNU, and that commitment has served our students well.

Academic DOs and DON'Ts

- Do not ask your professor if anything important is happening in class when you are having to be absent; however, it is a very good idea (often required) that you notify the professor before the class meets that you are unavoidably having to miss. Get any special information and instructions about the consequences of your being gone (check the syllabus for any information given there so you are informed when discussing your absence with the professor). After you return to class, take the initiative to get information for which you will be held responsible, like changes in assignments and in test dates. You are responsible for any material, handouts, and information that you missed regardless of the circumstances that caused you to be absent.
- Do not ask if information assigned or dispensed during class will be on the test. You may ask about the general nature of testing, but not about specific information. The assumption is that if a professor takes class time to mention material in class, they consider it important and, hence, appropriate for examinations.
- On the other hand, do not assume that a professor will necessarily cover, or even mention, during class all the content that may be included in tests. You are expected to be responsible for material in the text(s) and supplemental materials.
- If you are having trouble with a class, do get help. Make an appointment with your professor and discuss any disappointing performance before you have accumulated several low grades. Even though you may feel hopelessly lost, even as little as one meeting with a professor can get you back on track. You also may need to check with the professor to find a tutor. In some courses tutors are paid by the school; take advantage of these if possible. Otherwise, you may need to pay the tutor yourself. Good ones are well worth the cost, considering the costs of failing a course (tuition, time, GPA, and self-esteem).
- If you find your attention wandering during class, make it a point to appear interested until you are interested. If you notice a growing trend toward having a problem focusing your attention in a class, you may need to move to a different place in the classroom to minimize distractions. There is empirical evidence that front and center can improve grades.
- Do not accept more responsibilities than you can manage without compromising quality and follow-through.
- Do not take what appear to be expedient shortcuts of using the work of others without giving them credit. See the SNU policy on Academic Integrity.
- Do build your professional library and portfolio. Keep your textbooks, notes, and papers you have written. Often you can get valuable books inexpensively when others (your professors and the library, for instance) are clearing shelves.
- Do read your syllabus for each class; follow instructions for assignments. Remember you are responsible for test dates and deadlines for assignments even if the professor does not give a reminder in class.
- Do not simply skip class; if you *must* be absent be sure to contact the professor before class and explain the reason you must be gone. You must bear the responsibility for getting any information you missed by not being in class [for example, changes in assignments and test dates, lecture notes, discussion topics]. In addition, you should not expect to get the same credit for class activities and assignments as students who attended class regardless of the reason for your absence.
- Do not sleep, read unrelated materials, or socially engage others in conversation during class. If you cannot avoid any of these you may fare better with your professor if you do miss class. Professors are less likely to assume your absence is indicative of a negative attitude toward a class than when you sleep, read, or talk disruptively. Ultimately, paying attention in class will serve you well for a variety of reasons.

- Do not miss a test assuming that you may take it late. Lack of preparation is *not* a reason for missing a test. (Experience indicates that students are rarely better prepared for make-up tests than they were at the time of the test. With penalties for lateness, you are almost assured of a lower grade when you delay.) You should miss a test only when it is impossible to go to class. On that *rare* occasion that you *must* miss a test, talk to the professor before the time the test is to be given explaining the conditions. A professor is not obligated under any circumstances to allow you to take a test late. He or she is very likely to give you less credit and a different test (even a different type of test) than if you had taken the test on time.
- Leaving class early or coming late disturbs students and professors. Do not make a practice of either. You should plan your work schedule so that it does not conflict with your class schedule. If, on a *rare* occasion you must either leave early or come late, talk to the professor explaining the situation. Ask the instructor's preference about the way to be least disruptive (being seated near the door?; missing class rather than disturbing others?, etc.).
- Do not talk to the professor privately or ask for an instant grade report after a class is scheduled to start. Be sensitive to a professor's time constraints after class. They may leave some time to answer questions immediately after class, but often they have classes scheduled the next class period. Professors *do* want to discuss class topics and answer questions for you. If they seem rushed, they are; they are not trying to avoid you. Ask if they have time immediately to answer a question or if you should make an appointment for a later time. They will be especially encouraged and enthusiastic if you want to further discuss ideas from either class or readings and would welcome your input.
- Do not begin to "prepare" to leave before class is over. If class has obviously gone beyond the time it was scheduled to end and you must leave, be as unobtrusive in your leave-taking as possible.
- Do not say any of the following:
 - “Are we doing anything important in class today?”
 - “I had to miss class; did we do anything important in class?”
 - “You didn't say this would be on the test.”
 - “This assignment was meaningless.”
 - “This assignment was a waste of time.”
 - “The homework takes too much time.”
 - “Is this class hard?”
 - “I have to have an A.”
 - “How much do I have to do to get an A.” [Meaning how little can I do and still make an A]
 - “I studied all night before the test.”
 - “I studied 2 hours before the test.”
 - “But this is not my major.” [as an excuse for less effort]
 - “I have to work so I cannot be in class” or “. . .take the test.”

Course Recommendations

Courses from Other Departments Recommended for Psychology Majors

The following courses are suggested electives to enhance understanding and contribute to success in the field of psychology:

- 2 years of a modern language
- a philosophy course, such as Logic, Ethics, a survey, or a history of philosophy
- College Algebra or a more advanced math course
- Genetics, Human Anatomy, Human Physiology
- a chemistry course
- advanced composition and/or literature course
- Interviewing Techniques
- sociology courses

Courses from Psychology Recommended for Other Interest Areas

Listed below are courses suggested to students with various kinds of interests in psychology whether or not they are majoring in psychology. The courses listed in any area are not intended to be the only courses that might be appropriate but should be considered.

<u>Interest areas</u>	<u>Suggested courses</u>
Medicine	Human Development Principles of Counseling General Psychology I & II Abnormal Psychology Physiological Psychology
Business	Statistical Methods Industrial/Organizational Psychology Social Psychology
Speech Communication KSM	Social Psychology Social Psychology Sports Psychology
Pre-law	Psychology and Law Social Psychology
Religion	Psychology of Religion Principles of Counseling Techniques of Counseling Abnormal Psychology Psychology of Personality
Christian Education	Psychology of Children and Youth or Human Development Principles of Counseling Techniques of Counseling Abnormal Psychology
History	History & Systems of Psychology Abnormal Psychology
Political Science	Industrial/Organizational Psychology Social Psychology
English	Abnormal Psychology Human Development Social Psychology Psychology of Personality
Nursing	General Psychology I & II Human Development Abnormal Psychology Statistical Methods Physiological Psychology Social Psychology Psychology of Personality
Education	Psychology of Children & Youth or Human Development Learning & Memory Statistical Methods Social Psychology Abnormal Psychology
Philosophy	History & Systems Personality Theory Psychology of Religion

Mass Communication/Journalism

Social Psychology
Sports Psychology
Abnormal Psychology

Sociology

most courses would be relevant; particularly
Statistical Methods
Social Psychology
Principles of Counseling
Techniques of Counseling
Psychology & Law
Human Development
Abnormal Psychology

If anyone gives even a cup of cold water to one of these little ones...
whatever you did for one of these..., you did for me
(from Matthew 10:42 & 25:40)

Psychology Department Faculty

Banz, Martha L. Ph. D. *Dean of Arts and Sciences; Professor*

B.S., Bethany Nazarene College, 1979; M.S., University of Oklahoma, 1984; Ph.D., University of Oklahoma, 1986; Part-time instructor, Bethany Nazarene College, 1979-1985, Mid-America Bible College, 1985-86; Southern Nazarene University, 1986-.

Budd, Philip R. Psy.D. *Director, Masters of Science in Counseling Psychology; Professor*

B.A. Mount Vernon Nazarene College, 1976; Graduate study, California State University, Fullerton, 1978; M.A., Biola University, 1981; Psy.D. Biola University, 1985; Licensed Psychologist, 1985-; Southern Nazarene University, 1993-.

Hance, Vera M., Ph.D. *Associate Professor*

B.S., St. Mary of the Plains, 1985; M.Ed., Wichita State University, 1993; Ph.D., Oklahoma State University, 1999. Seven years public school teaching, Kansas; Project Site Coordinator for Cities in Schools, Wichita, 1992-93; Adjunct instructor, Southern Nazarene University, 1993-1995; Southern Nazarene University, 1995-.

Jacobs, Noel J., Ph.D., *Assistant Professor*

B.A., University of Oklahoma, 1992; M.S., Southern Nazarene University, 1996; Ph.D., University of Kansas, 2002. Multi-systemic Therapy Director, The Bert Nash Mental Health Center 2001-02; Southern Nazarene University, 2003-

Joiner, Delilah G. Calfy, M.E. *Director, FSG Program; Assistant Professor*

A.B., Bethany Nazarene College, 1981; M.E., Central State University, 1986; Southern Nazarene University Associate Director of Admissions, 1981-1988; MHR Admissions Counselor, 1988-89; External Programs Assessment Counselor, 1989-; Southern Nazarene University, 1981-.

Kelley, Selden Dee, III, Ph.D., *Executive Director/Spiritual Development*

B.S., Olivet Nazarene University, 1978; M.A., Olivet Nazarene University, 1987; M.A. United States International University, 1989; Ph.D., U.S. International University, 1996. Associate Pastor, College Church of the Nazarene, Bourbonnais, IL 1983-87; Internal Consultant, General Dynamics, San Diego, CA, 1989-90; Dean of Student Development,

Mt. Vernon Nazarene College, 1990-92; Dean of Student Development, Olivet Nazarene University, 1992-94; Southern Nazarene University, 1994-.

Ladd, Forrest E., Ph.D., *Emeritus Professor*

A.B., Bethany Nazarene College, 1948; Graduate Study, Nazarene Theological Seminary, 1948-49; M.S., University of Oklahoma, 1950; Ph.D., University of Kansas, 1957; Instructor, Miltonvale Wesleyan College, 1950-52. Southern Nazarene University, 1955.

Stasser, Dorothy A., Ed.D., *Chair, Psychology Department; Director, Testing Service; Professor*
B.S., Bethany Nazarene College, 1964; M.S., Oklahoma State University, 1966; Ed.D., Oklahoma State University, 1970; Southern Nazarene University, 1967-.