California Lutheran
UNIVERSITY

Department of Psychology

If you are planning to major in Psychology or just thinking about the possibility, the Psychology Faculty would welcome the opportunity to meet you individually to talk about your interest, tell you more about the major, advise you about courses and the opportunities for you to gain experience during your undergraduate years. Our offices, and the student Department Assistants' office, are located in Swenson. Our regular office hours are posted on our doors or you can call or e-mail for an appointment.

The full-time Psychology Faculty are:

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Also, look for the monthly issue of the Psychobabble, written by our Department Assistants with articles contributed by other students. It will provide you with information about things going on in the department (i.e., Psych Club, Psi Chi, etc.), in the field of psychology, job opportunities, and hopefully a few laughs.

Whether you are planning on stopping at a BS or BA degree or plan on going on for a masters or doctorate in Psychology, gaining experience during college is important. Therefore, we post Internship opportunities through the CLU Career Center in the Student Union, some on the Psychology Department Homepage and we put a few in each issue of the Psychobabble. These experiences are not only important for your future, but can help you decide what you like to do (+don't like), and brings your textbooks "alive."

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PSYCHOLOGY: Advising Worksheet for BA
Required for BA: 36 units (24 Upper Division)
Minimum GPA 2.0 in Major

Note: For students in Catalog 2014 or after

Name:_____
Major Advisor:_____

*REQUIRED COURSES:	Cr	Grade	In Progress	Planned
(b) 200 General Psychology	4			
(b) 222 Abnormal Psychology	4			
(f) 312 Research Design and Stats I	4			
(s) 313 Research Design and Stats II – **w**	4			
(b) 331 Physiological Psychology	4			
ONE COURSE FROM THE FOLLOWING:				
(b) 304 Child & Adolescent Develop – **D**	4			
(s) 305 Adulthood and Aging – **-D**	4			
(b) 325 Theories of Personality	4			
(s) 401 Social Psychology	4			
(s) 417 Cultural Psychology	4			
ONE COURSE FROM THE FOLLOWING:				
(f) 315 Principles of Learning	4			
(s) 320 Human Cognition	4			
(f) 340 History and Systems	4			
(f) 416 Social Learning Theory	4			
ONE CAPSTONE REQUIRED:				
(s) 430 Applied Psychology Practicum	4			
(b) 435 Counseling & Psychotherapy	4			
(b) 494 Clinical Practicum (by permission)	4			
ELECTIVES:				
203 Understanding Emotion	4			
(f) 215 Perspectives on Women and Men – **D**	4			
(f) 330 Psychological Assessment	4			
(s) 341 Criminal Psychology	4			
(s) 345 Health Psychology A/Y	4			
(s) 442 Child Psychopathology	4			
448 Organiz. Dev. A/Y	4			
(s) 450 Sensation & Perception	4			
482 Selected Topic	4			
490 Independent Study	1-4			
492 Internship	1-4			

(f) – Fall Only (s) – Spring Only (b) – Every Term **D** – U.S. Diversity **w** – Writing Intensive

Psychology Department
60 West Olsen Road #3800
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PSYCHOLOGY: Advising Worksheet for BS
Required for BS: 44 units (32 Upper Division)
Minimum GPA 2.0 in Major

Note: For students in Catalog 2014 or after

Name:_____
Major Advisor:_____

*REQUIRED COURSES:	Cr	Grade	In Progress	Planned
(b) 200 General Psychology	4			
(b) 222 Abnormal Psychology	4			
(b) 312 Research Design and Stats I	4			
(b) 313 Research Design and Stats II – **w**	4			
(b) 331 Physiological Psychology	4			
(s) 412 Advanced Research Design & Stats	4			
ONE COURSE FROM THE FOLLOWING:				
(b) 304 Child & Adolescent Develop – **D**	4			
(s) 305 Adulthood and Aging – **D**	4			
(b) 325 Theories of Personality	4			
(s) 401 Social Psychology	4			
(s) 417 Cultural Psychology				
ONE COURSE FROM THE FOLLOWING:				
(f) 315 Principles of Learning	4			
(s) 320 Human Cognition	4			
(f) 340 History and Systems	4			
(f) 416 Social Learning Theory	4			
ONE CAPSTONE REQUIRED:				
(b) 494 Clinical Practicum (by permission)	4			
(s) 495 Research Practicum	4			
ELECTIVES:				
203 Understanding Emotion	4			
(b) 215 Perspectives on Women and Men – **D**	4			
(f) 330 Psychological Assessment	4			
(s) 341 Criminal Psychology	4			
(s) 345 Health Psychology A/Y	4			
(s) 442 Child Psychopathology	4			
448 Organiz. Dev. A/Y	4			
450 Sensation & Perception	4			
482 Selected Topic	4			
490 Independent Study	4			
492 Internship	1-4			

(f) – Fall Only (s) – Spring Only (b) – Every Term **D** – U.S. Diversity **w** – Writing Intensive

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EMPHASIS AREAS FOR PSYCHOLOGY MAJORS

In addition to a BA or BS in Psychology, students may choose to complete an interdisciplinary Emphasis area. The Psychology Major, along with an Emphasis Area, will be noted on the student's transcript. The following are descriptions of what each Emphasis Area prepares students to do following graduation. A list of courses to choose from, in order to complete the requirements for an Emphasis, may be obtained from your Psychology Adviser. You are encouraged to do a Co-op (field experience for credit) related to your emphasis area.

Family & Child Development Applications

This emphasis allows psychology students to obtain a broader and deeper understanding of interpersonal relationships particularly as they apply to marriage, family and child rearing. Students may find this emphasis useful in their personal lives or in obtaining employment as preschool teachers, in social service or educational agencies, or recreational programs. It may also enhance their preparation for graduate studies in Marriage and Family Counseling, Child Development, or Child Psychology.

Clinical/Behavior Application

The emphasis in Clinical/Behavioral Applications prepares students to enter graduate programs in clinical, counseling or school psychology. Students are also prepared to work with a B.S. in institutional settings with children, developmentally disabled, the seriously mentally ill and geriatric populations.

Law & Criminal Behavior Application

The mentally ill all too frequently are swept up into the criminal justice system. Furthermore, certain types of psychopathology may lead to anti-social behavior in the community. Knowledge of law and criminal behavior from a psychology perspective may lead to employment in probation, social services for mentally ill offenders, or as victim advocates. This emphasis may also help prepare students for graduate study in Social Work, Law, Community Psychology, Social Psychology or criminology

Business/Organizational Applications

Large organizations have continuing needs in the organizational behavioral area of management. Furthermore, employees must respond to changes both within and outside the organization. Employment opportunities in this area might include: performance evaluation specialists, personnel selection and placement, and training and development specialists, program evaluation, or human resource management. This emphasis also better prepares students who are interested in pursuing a graduate degree in Organizational Development, Human Resource Management, or Human Factors.

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Psychobiology
Psychobiology emphasis allows students to gain basic training in this relatively new field. Psychobiology combines training in biology and psychology, to enable students to learn not only how, but why people and animals behave as they do. It is good preparation for Ph.D. programs in areas such as neuropsychology and experimental psychology.

Health and Wellness Applications
The Health and Wellness emphasis prepares students for graduate work in the rapidly growing field of health psychology and behavioral medicine. It addresses the intersection of psychological/behavioral changes with the prevention and treatment of physical disease. This emphasis would also be of interest to students going into medically related fields or who want to apply it to themselves, their families or through community service.

Sports Psychology Applications
The Sports Psychology emphasis allows students to broaden their experience in psychology to the field of sports, either in preparation for graduate work in this popular area, or to enhance their own athletic pursuits or coach others.

Contact your advisor if you would like to graduate with an emphasis area.

PSYCHOLOGY RESEARCH REQUIREMENT

As a psychology student, you are asked as part of your course requirements to participate in a number of research studies. Why is this both a worthwhile and important task? There are a number of reasons:

1) It provides an opportunity observe the empirical process of psychological inquiry from the inside.
2) Your responses assist your fellow students in completing a very important part of their psychological training. If you've already completed Research Methods, then you know how important getting good participants are! If you haven't had it yet, trust me – you will want others to reciprocate when you implement your own research!
3) Your responses assist professors and student researchers in forwarding the understanding of human nature – the main goal of Psychology as a science! Some of these studies are covered by news, radio, and television programs based upon their impact. Some may be funded by external grants in the hopes of shedding light on particular behaviors or attitudes. Some might eventually have an impact on your own life or the lives of those you care about!

Credit Time

The department of psychology has recently instituted a new policy regarding research participation.

Research requirements are now based around *time spent participating* rather than the number of studies one completes. Fifteen (15) minutes of participation time is equal to 1 research credit. Therefore, for example, a study that is posted as three (3) research credits is estimated to require 45 minutes of your time.

Please note that the research credits are decided in advance by the faculty investigator or the student's faculty mentor based upon expectations of how long participation will take. As a result, if you finish sooner or take more time to complete the study, this will not affect the number of credits you receive. Please take your time during participation and provide the best feedback you can.

Class Requirements

All 200-level psychology classes have a minimum requirement of ten (10) units (150 minutes) during the semester. All 300- and 400-level courses have a five (5) unit (75 minute) requirement. If you're taking nothing but psychology courses, this could mean a good deal of research participation! The good news is that you'll be in a Statistics and Research Methods class eventually, running *your* own study – and you'll want a number of helpful, honest participants like yourself when the time comes!

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Alternative Assignment

If you do not wish to participate in Psychology research, you may instead do the alternative assignment – an article review. This requires that you read a scholarly article from a peer-reviewed psychology journal (e.g., Journal of Personality and Social Psychology, Journal of Experimental Psychology, Psychological Bulletin, etc) related to your class material and give a summary of its hypotheses, methods, results, and conclusions. The article summary should be 1-2 pages in length and written in APA style.

No-Show Penalty

If you sign up to participate in a study and later find that you cannot make your appointment, it is a professional courtesy to contact the researcher and let them know well in advance. Students who fail to do this – in other words, who simply no-show – will have their name reported to their professors and will be required to participate in an *additional* study (i.e., on top of the one that was missed) in order to make this up.

Department of Psychology

SO, WHAT ABOUT GRADUATE SCHOOL?

We have put together the following information to help you plan for obtaining an advanced degree in psychology. This information is in response to frequently asked questions about differences among various degrees in Psychology and what is needed in order to obtain admission to advanced degree programs. In addition to this overview, we have available in the Psych Assistants office ((Swenson 208): Graduate Study in Psychology (APA guide to all accredited graduate programs in psychology), and materials from most graduate programs filed by state.

BA/BS

While these degrees prepare students for a wide variety of jobs in both the public and private sector following graduation, jobs as a professional psychologist are not available with a BA or BS and usually require an advanced degree. If you are thinking of going on for a Ph.D. or a Psy.D, we usually recommend the BS since a broad and solid background in psychology makes a student more competitive in getting into these graduate programs.

MA/MS

This allows a student to work under the supervision of a licensed psychologist (i.e., in a clinic or institution), or to teach and/or counsel at community colleges in California. California does not license psychologists or counselors (except MFTC) at the master's level, although some other states do. Masters programs sometimes do not require G.R.E. scores for admission especially if GPA is high. Admission is based on GPA and letters of recommendation. Internship and volunteer experiences usually provide an additional edge in getting into the better masters programs. A master's degree (like CLU's Master in Clinical Psychology) can be an advantage in getting into a Ph.D. or Psy.D. Program because it demonstrates your ability to do graduate work and research. If you are using the masters as a stepping stone to a Ph.D., do a good thesis and/or other independent research while you are in the master's program. Ph.D. programs, looking at master degree students, place heavy emphasis on the quality of their resea rch. CLU offers two Masters Programs. See Dr. Puopolo for more information about CLU's masters programs. If you plan to continue on to a Ph.D. in a particular field of psychology after obtaining a master's degree, it is wise to choose a master's program in that particular field.

Psy. D.

This degree is a relatively recent development and prepares a student to be a professional psychologist, licensed in the State of California to do independent clinical work (other states vary in their acceptance of this degree for licensure). This degree is not the best route if you want a career teaching as a college or university professor. About 20% of faculties at colleges and universities have a Psy. D.. Admission to these programs is competitive and good GRE scores are essential along with field and /or research experience and good letters of recommendation. We recommend the Clinical Practicum (494) and/or the Research Practicum(495) as well as any other field experience you can get (i.e., Internship) in order to make your application to a Psy.D. Program competitive. Competencies to emphasize include: Written and Oral Communication, Quantitative Reasoning, Cultural Perspectives, Critical Thinking, Values and Judgment, Interpersonal Skills, Empirical Methodology and Field Specific Knowledge. Many Psy.D. Programs (i.e., Pepperdine) prefer people with a Masters degree (and give one year of credit towards the Psy.D.).

Ph. D.

You may receive a Ph.D. in either an experimental or clinical area. Experimental areas include Social, Developmental, Cognitive, Learning, etc. (too many to list). A Ph.D. in experimental prepares a student primarily for university or college teaching/ research or work in the private sector. Admission is competitive and requires excellent grades, GRE scores above 1200 for the old GRE and 305 for the new GRE (higher for major research universities like UCLA), and great letters of recommendation. As an undergraduate a BS is suggested. Research and/or field experience is necessary in order to be competitive. In addition to the five required courses for the major, suggested undergraduate courses to prepare for admission to an experimental program include: Human Cognition, Sensation and Perception, Principles of Learning and Memory and/or History and Systems, and courses in your area of interest. Check to see what the school you are applying to require. Particularly important competencies to acquire are: Written Communication, Quantitative Reasoning, Critical Thinking and Empirical Methodology, and Field Specific Knowledge.

A Ph.D. in clinical psychology prepares a student for licensure as an independent practitioner as well as for an academic career. These graduate programs are impacted and highly competitive. Admission is based heavily on GRE scores (1250 is probably minimum for old GRE or 310 for new GRE; professional schools may have lower requirements), GPA (3.6 or better), field and research experience, and excellent letters of recommendation. In addition to the five required courses for the major, suggested undergraduate courses to prepare for admission to a clinical program include: Theories of Personality, Human Cognition, Psychological Testing, Principles of Learning and Memory and History and Systems. In addition, you should consider (if you qualify) doing Honors in Psychology which requires a thesis and completing the BS in Psychology which includes the additional course in Advanced Research Design and Statistics (Psy 412). Particularly important Competencies to acquire are: Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Interpersonal Skills, Empirical Methodology.

If you are interested in a Ph.D. Program, I would suggest a GRE preparation course (i.e., Princeton Review), getting as much field and research experience as possible while an undergraduate, and a rigorous set of courses. Outside of psychology, I recommend Calculus, that you take Chemistry and Biology to fulfill your Core 21 science requirements. You might also consider and emphasis area related to your field of interest in Psychology.

MFCC and LCSW Degrees

These degrees are not granted by psychology departments, but psychology students interested in counseling rather than research often go into these graduate programs. Both are licensable in California and most other states and allow practitioners to engage in private practice. The MFCC (Marriage and Family Counseling) is usually a two year degree and the LCSW (Licensed Clinical Social Worker) is a three to four year degree.

Letters of Recommendation

Letters of recommendation requested by graduate schools ask about a student's motivation to complete the degree, maturity and judgment, intellectual capability, creativity, writing and communication skills. We need to know you in order to write more than a perfunctory letter – so share your ideas and activities with us, don't just be a face in a class. When you request a letter of recommendation, please refer to our department website under "Resources" for our detailed information guide.

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THE STEPS OF PREPARATION

What to do each year of undergraduate school to prepare for graduate school…

Freshman Year	Sophomore Year
-Declare your major -Consider an Emphasis -Join a club or participate in some career related activity -Summer job or internship in the field -Volunteer -Get to know a couple of professors	-Research careers in your area of interest -Another summer job or internship in your field -Is grad school necessary for your field? -If you have enough units, apply for Psi Chi or your relevant honor society
Junior Year	**Senior Year**
-Keep on researching career options -Look at possible grad schools -Get to know more professors -Leadership positions in clubs, honors societies, volunteer work, etc… -Recommendation: get stats/methods out of the way or your disciplines research class, so you can do research! -Present at conferences -GREs or other entrance exams	-Another internship! -Take your entrance exams if you haven't already -Get letters of recommendation -Send out applications, the earlier the better -Work at publishing papers in journals and presenting at conferences -If your grades are high enough, go for Departmental Honors

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