THE UNDERGRADUATE GUIDE TO PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY
WASHINGTON UNIVERSITY
ST. LOUIS, MISSOURI 63130
(314) 935-6565
http://psychweb.wustl.edu/

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I. INTRODUCTION

This Guide provides our psychology students with information concerning requirements, courses, and opportunities in the Psychology Department of Washington University.

The field of Psychology encompasses a large and diverse area of study that is empirical, theoretical, and practical. As the science concerned with the study of behavior, psychology includes such areas as: biological bases of behavior; brain-behavior interactions; learning; memory; cognition; motivation; sensation and perception; the study of social interactions, persuasion, and attitudes; aging and development; personality; clinical, abnormal, and health psychology; and leisure and work experiences. These areas may appear quite distinct from one another, but the study of one provides important implications and insights for the understanding of the others. As an example, knowledge of brain-behavior interactions, sensory processes, and learning processes all are involved in identifying, understanding, and treating certain abnormal behaviors. A major aspect of all the sub-disciplines is their emphasis on research and the development and expansion of knowledge concerning behavior.

An undergraduate education in psychology cannot hope to cover all aspects and areas of the discipline in a substantive way. At the very least, however, it should provide specific tools that allow the student of psychological thought to appraise knowledgeably the logic and evidence that underlie the ongoing evolution of psychological science.

Completion of the major should provide students with the content of psychology, including breadth and depth. It also should provide students with the tools needed to evaluate critically psychological information, independent of specific content. The student needs to learn how to gather data, conduct literature reviews, and write proficiently and scientifically. Our curriculum aims to accomplish these goals. We strive to ensure that our students understand the importance and become critical evaluators of empirical psychological research.

Psychology is a multi-purpose, valuable discipline in which to major. It has relevance for those considering careers in law, medicine, the health professions, education, and business. In addition, it provides important skills and knowledge for those who may not be planning additional schooling.

This Guide outlines the requirements for a major and a minor in psychology. Research opportunities, internships, and the honors program are discussed. In addition, a description of certain select courses is provided along with a list of our faculty and their research interests.

Should you have questions, desire further information, or have suggestions, please contact Ms. Sharon Corcoran, the Undergraduate Coordinator in Psychology. Her office is in the Psychology Building, room 207B; telephone 935-5169; sharoncorcoran@wustl.edu.
II. REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

The minimum number of units required for a major in psychology is 28.

Specifically, the requirements for the major are:

1. Completion of Psychology 100B --- Introduction to Psychology*, and

2. A minimum of 25 additional units in psychology (that is, 25 units in addition to Psy 100B), of which at least 22 must be at the advanced (300 or above) level. As part of the additional 25 units, the student majoring in Psychology must include:
   
a. Psychology 300 --- Introductory Psychological Statistics**; and
   
b. Psychology 301 (or 3011) --- Experimental Psychology; and
   
c. At least one of the courses listed from each of the following three areas:

   Social/Developmental:
   Social Psychology (Psy 315)
   Developmental Psychology (Psy 321)
   Psychology of Adolescence (Psy 325)
   Psychology of Aging (Psy 326)
   Social Gerontology (Psy 427)

   Personality/Abnormal:
   Psychology of Personality (Psy 353)
   Behavior Modification and Self-Management (Psy 314)
   Abnormal Psychology (Psy 354)
   Introduction to Clinical Psychology (Psy 357)
   Psychotherapy: Intro to Practice and Research (Psy 3501)
   Understanding Emotions (Psy 3645)

   Behavior, Brain, & Cognition:
   Sensation and Perception (Psy 330)
   Introduction to Biological Psychology (Psy 3401)
   Cognitive Psychology (Psy 360)
   Cognitive Neuroscience (Psy 3604)
   Psychology of Learning (Psy 361)
   Human Learning and Memory (Psy 380)
   Psychology of Language (Psy 433)
   Drugs, Brain & Behavior (Psy 374)
   Genes, Environment, & Human Behavior (Psy 345)

* An A.P. Psychology score of 5, or an IB score of 6 or 7, exempts a student from this requirement, although no units of credit will be awarded.

** Mathematics L24 2200 or L24 3200, or both Marketing statistics QBA 120 and 121 may substitute for Psych 300, although no units of major credit will be awarded.
3. The 6-Unit Rule: A maximum of 6 units total from the following category of courses — approved University College Psychology courses; cross-listed courses originating from another department; psychology transfer courses; approved study-abroad psychology credits; 100-level (excluding Psych 100B) & 200-level classes; and independent study-type classes (e.g., Psy 225, 235, 500, 498, 499) — may be counted toward the major requirements. (The student may, of course, complete more than 6 units. However, only 6 can be used to satisfy the minimum requirements for the major.) **N.B.:** For a cross-listed course to be counted, it must be registered for under the Psychology Department designation (i.e., L33).

4. All courses to be counted for the major must be taken for a letter grade if a letter grade is offered.

5. For a course to count toward the major, a grade of C- or better must be achieved.

6. All transfer students are required to complete no fewer than 15 advanced units of Psychology courses at Washington University. No more than 3 of these units may be in independent study-type class or approved University College psychology course. (No cross-listed class originating from another department is allowed as part of the 15 units.) Transfer students should make an appointment to meet with Sharon Corcoran, room 207B of the Psychology Building, telephone 935-5169; sharoncorcoran@wustl.edu, to identify actual requirements based on their transcripts.

7. Capstone Experience in Psychology: Undergraduates at Washington University are encouraged to complete a capstone experience in their major. The undertaking of a final research project as a capstone experience may be an especially rewarding way to bring one's work in the major to completion. All Psychology majors are required to complete Experimental Psychology (Psych 301 or 3011). This 4-unit course, preliminary to any meaningful Capstone Experience in psychology, is designed to train the student in hypothesis development and evaluation and methodological design. The student will be required to conduct literature reviews, write scientific empirical papers, perform statistical analyses of data, and complete an independent research paper. For the independent research project, the student identifies a psychological research question, designs an empirical study to address it, collects the data, and writes up the results in the form of a journal article.

After completion of Experimental Psychology, the Department has three opportunities that provide a capstone experience:

(i) Students who qualify for and complete the Honors Program in Psychology will fulfill the capstone experience. The Honors Program requires the development, undertaking, and completion of an independent empirical project, a written honors thesis, and presentation of the research at the department's annual honors poster session.

(ii) A student may conduct research as an Independent Study (Psy 500) in his or her junior or senior year. If this is to serve as a capstone experience, then the student must also write a scientific report on the research and give an oral
presentation at the annual UR-PSYMposium, the Undergraduate Research in Psychology symposium, or at a lab research meeting.

(iii) A Supplemental Concentration in Psychology will be a capstone experience, contingent on completion of the required research paper and presentation at the annual UR-PSYMposium, the Undergraduate Research in Psychology symposium, or at a lab research meeting.

Declaration of a major in Psychology, as with all major programs, is accomplished online via the student’s WebStac account. The process is not complete until the student has met with the Undergraduate Coordinator for Psychology, Sharon Corcoran. She will review the student’s Psychology coursework, indicate any remaining requirements, and assign a major advisor. The Department has developed a brief, online questionnaire that the student will be asked to complete after an advisor is assigned. This questionnaire is designed to assist the student in evaluating his/her plans and goals, and to provide the advisor with information that may assist in the advising process.

Our mission is to educate our psychology majors in the discipline's core aspects, questions, theories, and approaches. You will notice that we do not have “tracks” that distinguish between those students who plan to undertake graduate study in psychology and those who do not. We expect that you will design the most appropriate course of study in consultation with your major academic advisor. A major in psychology can include a more focused study in a specific area. For example, we recommend that students interested in pursuing graduate clinical training complete abnormal psychology, personality, and some core courses in social, cognitive, learning, and/or biological psychology. We also recommend that the student gain a good background in biology. Such a student should also speak with his/her advisor to determine whether research and/or an internship would be advisable. For the student interested in developmental psychology, we recommend, of course, developmental psychology and the psychology of adolescence. Other core courses will be suggested (e.g., learning, biological psychology) and, depending on one's goals, research experience, internship, practicum, or other opportunities working with children will be recommended. A focus of study in one of the experimental areas should include research involvement in addition to courses spanning the area of interest. Please be sure to discuss such possibilities with your psychology advisor. See also section III below on Supplemental Concentrations.

It is suggested that junior-level and senior-level Psychology majors consider enrolling in a history of psychology class. This course may be especially valuable for students planning to pursue a graduate degree in psychology. History and Modern Systems of Psychology (Psy 4651) provides a historical overview of the development of the discipline and may be helpful in preparing for the advanced psychology GRE.

We do not recommend that core classes be completed in University College, summer school, or at other universities. Speak with your major advisor if you have reason to enroll in a core class other than during the academic year or in our Psychology Department.
III. SUPPLEMENTAL CONCENTRATIONS IN PSYCHOLOGY

To augment the broadly based Psychology major, the department offers Supplemental Concentrations for students who wish to engage more intensively with a specific area within the discipline. The Supplemental Concentration is meant as an enrichment of the major, and the classes for a concentration may not be used to fulfill the requirements of the major, nor can they be counted toward any other major or minor. In addition, to complete the Supplemental Concentration, students will have to undertake an approved research assistantship (Psych 500A, Independent Study for a Supplemental Concentration), Honors, or approved internship, or practicum, for which a paper is required.

A concentration entails 9-10 units of coursework over and above the minimum major requirements, and includes an advanced, 400-level class. Moreover, research in an appropriate, approved lab, or a relevant internship or practicum will also be required. (The research, internship, or practicum component can count toward the 28 units required for the Psychology major.)

The Supplemental Concentration will be a valuable experience for students planning on graduate study in psychology or related fields, or for those who have a particular interest or want to gain expertise in one of the approved concentrations. It may provide a useful preparation for Honors work, or a substitute for the Honors experience for students who may not qualify for Honors. Each concentration will have a member of the faculty as contact person to meet with and advise students in the concentration.

There are at present six Supplemental Concentrations (listed below). For fuller descriptions of their requirements, please see the separate brochure, Guide to Supplemental Concentrations in Psychology.

Cognition in Children
Cognitive Neuroscience
Reading, Language, and Language Acquisition
Lifespan Development
Experimental Psychopathology
Personality and Individual Differences

IV. ACADEMIC ADVISING

For further information concerning the undergraduate program in psychology, please contact the Undergraduate Coordinator, Ms. Sharon Corcoran, Psychology Building, room 207B; sharoncorcoran@wustl.edu.

Upon declaring a first or second major in Psychology, the student is assigned a faculty advisor. Students with a first major must meet with their advisor every semester; as part of this meeting, the advisor will approve the student to register for classes. It is possible for a student to request a change of advisor from Sharon Corcoran.
REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

The requirements for a minor in psychology are a minimum of 15 units in psychology with a grade of C- or better, 12 of which must be in courses numbered 300 or above. No more than 3 units total of approved cross-listed courses originating outside the Department of Psychology, approved psychology courses taken in University College, courses taken at other universities, and independent study-type courses may count toward the minor. (Transfer students must complete at least 9 advanced units of home-based Psychology courses at Washington University.)

There are two ways the student may approach the minor in psychology. For those interested in a general psychology background, we recommend that the student take several courses from the three core areas noted above (i.e., Social/Developmental; Personality/Abnormal; and Behavior, Brain, & Cognition). In this way, the student can sample, in some depth, the different areas in psychology. For those students who want to concentrate in a more specialized area, courses can reflect such specialization. For example, a student interested in the helping professions or counseling may wish to select from such courses as Personality (Psy 353), Abnormal Psychology (Psy 354), Learning (Psy 361), Developmental (Psy 321), and Behavior Modification and Self-Management (Psy 314). A student wishing to pursue a specialization in experimental and the biological bases of behavior might select from such classes as Biological Psychology (Psy 3401), Psychology of Learning (Psy 361), Sensation and Perception (Psy 330), Cognitive Psychology (Psy 360), and Independent Study (Psy 500). As is apparent, there are no required courses (other than Psychology 100B) for the minor.

Declaration of a minor in Psychology, as with all minor programs, is accomplished online via the student’s WebStac account. The Undergraduate Coordinator in Psychology, Sharon Corcoran, serves as the student’s minor advisor.

VI. INFORMATION ON COURSES IN PSYCHOLOGY

Psy 100B --- Introduction to Psychology
This is the prerequisite course for all advanced courses (300 level or above) in psychology. The course is a survey and analysis of concepts, research and theory covering many of the sub-disciplines in psychology (e.g., biological bases of behavior, learning, memory, motivation, perception, social, personality, abnormal, clinical and developmental psychology). Introduction to Psychology is a general survey course designed to introduce students to the diversity of questions, areas, approaches, research, and theories that comprise the psychological study of mind and behavior.

N.B.: An A.P. Psychology score of 5, or an IB score of 6 or 7, exempts a student from the Psych 100B requirement. However, no units of credit toward the major or minor are awarded.

Psy 102 --- Seminar: Introduction to Psychology
This seminar complements the Introduction to Psychology (Psy 100B) class, although it covers material different from that in the Psy 100B class. The seminar is not a study or discussion section for Psy 100B. Rather, students who enroll in the seminar discuss in
detail controversial issues in contemporary psychology. Each week a different issue is
discussed. Some of the issues have included: “Does Teaching Scientific Determinism
Lead to Bad Behavior?”; “Is Language Uniquely Human?”; “Is Emotional Intelligence
Valid?”; “Is Attention-Deficit Hyperactivity Disorder (ADHD) a Real Disorder?” A
dialectical approach to learning is emphasized. That is, given a particular issue, students
familiarize themselves with critical aspects of the issue and discuss and critically evaluate
the pros and cons of each side.

Psy 109 --- Research Seminar in Psychology
The goal of Psy 109 is to acquaint our undergraduates with much of the psychological
research being conducted by members of the psychology faculty within the University and
with opportunities available to our majors and minors. Students interested in pursuing
psychology as a major and those interested in surveying some of the possible
psychological research opportunities are strongly encouraged to enroll in the class. Each
week a different faculty member presents a talk on his/her research. The research
presented may range from biological psychology to social psychology, from basic
research to applied clinical research, and from studies involving non-human animals to
those involving children, adults, and older adults. The class meets once a week.
Attendance is required, as is a written review of a primary psychology research article.
This course is open only to freshmen and sophomores.

Psy 225 --- Internship in Psychology
The Internship in Psychology (Psy 225) provides an opportunity for advanced students
majoring in psychology to become involved in a community service agency or other
settings off-campus. For a further description, see section VII. Internship Opportunities.

Psy 235 --- Practicum in Applied Behavior Analysis
The Practicum in Applied Behavior Analysis (Psy 235) offers an opportunity for students
to be trained in applied behavior analytic techniques and to work with a child with autism
spectrum disorder. For a further description, see section VIII. Practicum in Applied
Behavior Analysis.

300-level courses
Most 300-level courses are open to any student after completion of the Introduction to
Psychology class (Psy 100B). There is no special sequence of courses that a student needs
to take. Thus, after Psy 100B, the student may enroll in, for example, 315 (Social
Psychology), 321 (Developmental Psychology), 325 (Psychology of Adolescence), 330
(Sensation and Perception), 353 (Personality), etc.

Psy 300 --- Introductory Psychological Statistics
The statistics course is required of all psychology majors and is a prerequisite for the
required experimental psychology laboratory course (Psy 301). Students who plan to
major in psychology are strongly advised to take this statistics course early in their college
career (that is, during their sophomore year).
Psy 301/3011 --- Experimental Psychology

Students who major in psychology must fulfill the empirical research requirement by completing either Psy 301 or 3011 (Experimental Psychology). The Experimental Psychology laboratory course has a limited enrollment (15 students per section) so that the student gets "hands-on" involvement in research. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation and the laboratory component provides an introduction to a range of psychological phenomena through direct experience in experimentation. Each student also completes an independent research project of his or her own design.

It is highly recommended that psychology majors complete the Experimental Psychology Laboratory requirement no later than their junior year. (For students considering a psychology study-abroad program, please note that Psy 301 or 3011 must be completed prior to the semester of study abroad.)

The Psy 301 course has Psy 300 (Introductory Psychological Statistics) as a prerequisite. The Psy 3011 course is limited to students who have not taken Psych 300 (Statistics) and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 must also register for the appropriate section of Psychology 300. Topics in the two courses (i.e., the appropriate Psych 300 section and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology.

400-level courses

The 400-level classes have prerequisites in addition to that of Psy 100B. Please be certain you have met the necessary prerequisites before enrolling in any 400-level class.

500-level courses

Enrollment in any 500-level course requires prior approval of both the instructor and the Undergraduate Coordinator, Sharon Corcoran (room 207B).
VII. RESEARCH OPPORTUNITIES

There are numerous and varied opportunities for students to become involved in psychological research conducted within the Department of Psychology and affiliated laboratories. Information about research areas and the opportunities for undergraduates to engage in this research can be found in the *Listing of Psychological Research Opportunities*, available in PDF version on the WU Psychology website’s Undergraduate Program page.

After identifying a research opportunity that interests you, you should contact directly the appropriate individual identified in the *Listing* for that project. In some cases, you may receive academic credit by enrolling in Psy 500, Independent Study, after receiving approval from that person and completing the electronic Petition to Enroll form: [http://eyes.wustl.edu/psych500/](http://eyes.wustl.edu/psych500/). Sharon Corcoran will enroll you in Psych 500†. It is expected that no fewer than 3-4 hours per week for 15 weeks will be devoted to aspects of the research for each unit of credit to be earned (e.g., 9-12 hours per week for 3 units of credit).

The following are some of the goals we hope are accomplished by engaging in the undergraduate research experience:

(1) Expose the student to various aspects of empirical research and the functions of a psychology laboratory;
(2) Provide the student with the opportunity to practice and refine research skills;
(3) Give the student a deeper and fuller understanding of a particular topic or field of psychological inquiry;
(4) Promote and support research in the department and the discipline by providing researchers with interested, qualified assistants;
(5) Train students interested in continuing their study in psychology to be prepared and effective in pursuing these goals and to make meaningful contributions to scientific knowledge.

To accomplish these goals, the following guidelines are suggested:

(1) Students are expected to devote no fewer than 3-4 hours per week for 15 weeks to aspects of the research for each unit of credit to be earned. This includes working in the laboratory, attending laboratory meetings, meeting with supervisors, and reading material related to the project.
(2) The student should meet with the supervisor in charge at the beginning of the semester and establish what is expected from each side, including information about the project(s) in which s/he will be involved, and in what capacities s/he is expected to assist.
(3) We recommend that there be at least one assessment/feedback session during the course of the semester between the professor and student.

† For approved research opportunities outside the Psychology Department, paper petition forms must be submitted. They are available from Sharon Corcoran in room 207B.
Assessment of the student’s work and effort for the Independent Study and any additional requirements are the responsibility of the student’s research mentor. Papers, presentations, and/or discussions of material are all possibilities that the mentor may require of the student. These expectations should be outlined at the beginning of the semester.

**N.B.:** For Psych 500 work completed in labs outside the Psychology Department, only pass/fail credit will be given.

**John A. Stern Undergraduate Research Fund**

Undergraduate involvement in research is of obvious importance in fulfilling the mission of the Psychology Department and for the intellectual development of our students. Our undergraduates have enormous opportunities to become engaged in the enterprise of research. Indeed, one of the special attractions of Washington University is precisely the opportunities for its undergraduates to immerse themselves in the research enterprise with active, first-rank scientists.

Through the generous donation of John Stern, a previous chair of the department, combined with donations from other faculty and former students, an undergraduate research fund, the John A. Stern Undergraduate Research Fund, has been developed.

Students who wish to apply for research funds should submit a copy of their research proposal (usually the description provided for IRB or ASC protocol approval), the IRB/ASC approval, and the purpose for which funds are needed. Examples of appropriate purposes include: purchase of materials, subject payments, travel to meetings or symposia for presentation of research. Support is not provided for research that is covered under grant or other faculty funds. Application forms may be obtained from Sharon Corcoran, Psychology 217B, or sharoncorcoran@wustl.edu.

**John A. Stern/Katherine F. Hoopes Undergraduate Research Prize**

The Stern Undergraduate Research Award has been supplemented through the generous gift of the Hoopes family. The John A. Stern/Katherine F. Hoopes Undergraduate Research Prize recognizes a Psychology major’s undergraduate record of superior achievement in research.

**Hyman Meltzer Memorial Award in Psychology**

Hy Meltzer was a faculty member of the Psychology Department of Washington University, a leader in the field of Industrial/Organizational Psychology, and a philanthropist (e.g., the Meltzer labs in our previous building, Eads Hall).

The Hyman Meltzer Memorial Award in Psychology was created to honor his teaching, research, and practice, and his devotion to the betterment of others. His work helped to shape the field of Psychology in general and Industrial/Organizational Psychology in particular. He was a person who cared about others, and made life better.

**VIII. INTERNSHIP OPPORTUNITIES**


Internship in Psychology (Psy 225) gives students the opportunity to apply psychological principles in real-world settings. Students intern off campus for a semester in a variety of settings. In addition to earning course credit, interns can develop new
professional skills, explore career interests, and benefit from the knowledge that they are helping others.

The Psychology Department maintains a list of approved internship sites in St. Louis (see link above). Opportunities exist in agencies that provide criminal and offender services, treatment support for individuals with mental illness, services to the elderly and chronically ill, support for abused children, services to developmentally disabled adults and children, and emergency services. Students can select an internship site from the department’s approved list or propose an internship at an alternative site, provided that students make contact with the site at least 2 months prior to beginning the internship and get approval from the Internship Coordinator (see below).

Internships also can be arranged over the summer, either at one of the department’s approved sites or a location proposed by a student. Over the summer, students are expected to work a minimum of 150 hours at their internship and must petition the Internship Coordinator for approval no later than April 1 before the summer internship.

Internship in Psychology (Psy 225) can be taken only once and is offered for 3 units on a “Credit/No Credit” basis only. Prerequisites are as follows:

1. be at least 18 years of age (or older, if required by the internship agency);
2. have advanced standing (i.e., must be a Junior or Senior who has completed at least 60 units of college credit);
3. be a declared major in Psychology;
4. have at least 15 completed credits in Psychology with a grade of C- or better in each class;
5. have a minimum overall GPA of at least 2.50.

Successful completion requires a minimum of 150 hours at the internship site, including training hours. In addition, students must complete a journal in order to demonstrate their ability to integrate psychological theory and concepts with what they are learning at the internship.

There are other considerations students should keep in mind. Students ordinarily should not work at other jobs during the internship and should discuss any outside work with the Internship Coordinator. Internships usually are unpaid, and students cannot perform an internship at a site of previous or present employment. In order to provide interns with experience outside of an academic setting, internships must be at off-campus, non-University sites. Internship credit cannot be given retroactively, so students must select or propose an internship and receive permission from the Coordinator in advance. Supervision of internships is done primarily by the site supervisor and secondarily by the Coordinator. Credit for an internship is contingent on a satisfactory evaluation by the site supervisor, performance of the required number of on-site hours, satisfactory completion of required written assignments, and meeting with the Internship Coordinator.

A more extensive description of the program, including a list of active sites, is contained in the Guide to Internships in Psychology, available in PDF version on the WU Psychology website’s Undergraduate Program page. For additional information,
including procedures for applying for and permission to enroll in an internship, contact the Internship Coordinator, Dr. Brian Carpenter (Psychology Building, room 235G; 935-8212; bcarpenter@wustl.edu).

IX. PRACTICUM IN APPLIED BEHAVIOR ANALYSIS

The Practicum in Applied Behavior Analysis (Psy 235) offers an opportunity for students to be trained in applied-behavior-analytic techniques and to work with a child with autism spectrum disorder. The practicum may be of benefit to anyone considering a career in an applied setting or in any number of health-related areas. It may be valuable for those considering graduate training in clinical psychology, social work, speech, occupational or physical therapy, or a career in education. A special reason to pursue the practicum is the satisfaction to be gained from helping a family and bettering the life of a child. In addition, the knowledge and skills learned should serve you well. You will see how principles of learning derived from laboratory research are applied, and you will learn valuable teaching and therapeutic techniques.

The Practicum requires two semester’s work with the child and completion of the minimum number of hours of therapy (for which you may be paid). In addition, there are academic components that must be fulfilled in order to receive credit for the course, including:

- attendance at the regular family/staff and consultant meetings at which the therapy and the progress of the child are evaluated and discussed;
- attendance at and participation in the Psychology seminar throughout the year with the Psychology Department’s Practicum Coordinator during which assigned readings will be discussed and presentations on autism and therapy provided;
- completion of a satisfactory written paper.

A student may receive credit for Psy 235 only once, and it is offered for 3 units on a ‘Credit/No Credit’ basis only. Please note that the Practicum requires a two-semester commitment.

For a fuller description of the Practicum, obtain a copy of Practicum in Applied Behavior Analysis: Autism Spectrum Disorder, available in PDF version on the WU Psychology website’s Undergraduate Program page. For additional information, including a list of families and permission to enroll in the Practicum, contact the Practicum Coordinator, Dr. Leonard Green (Psychology Building, room 415B; 935-6534; lgreen@wustl.edu).
X. HONORS PROGRAM

The primary goal of the Honors Program in Psychology is to provide those students who have achieved a superior academic record the opportunity in their senior year to conduct a comprehensive empirical investigation under the direction of a faculty member, who serves as the student's Honors advisor. The Honors Program is not restricted to students who plan to pursue graduate study in Psychology. In fact, a majority of students in the Honors Program do not plan to continue their studies in Psychology.

The Honors program serves as a capstone experience to a student's career as a Psychology major at Washington University. The student participates in all aspects of the planned investigation, including developing the research question, designing appropriate methodologies, collecting and analyzing data, and completing a written thesis.

To be accepted into the Honors Program, the student must have a form signed by his/her approved honors mentor (which can be obtained in the Psychology Building, room 207B) indicating that the mentor agrees to supervise the student's thesis. In addition, the student must have both an overall GPA and a Psychology GPA of 3.65 or higher by the end of the junior year, and have completed Experimental Psychology (Psy 301 or 3011) prior to entering the Honors program.

The principal requirement for completing the Honors Program successfully is writing an Honors thesis. The thesis should provide a comprehensive report of the Honors project including a critical review of the literature, a description of methods and results, and a discussion of the importance of the findings. In addition, students are required to present the findings from their investigation at an Honors Poster Symposium. Students also must complete two semesters of Study for Honors (Psy 498 and 499), which includes participation in the required, special weekly seminar. Psychology 498 fulfills the Arts and Sciences Writing Intensive (WI) requirement.

For a fuller description of the program, its requirements and guidelines, please download our brochure, The Senior Honors Program, available in PDF version on the WU Psychology website’s Undergraduate Program page. For additional information, contact the Coordinator of the Honors Program, Professor Mitchell Sommers (Psychology Building, room 417A; 935-6561; msommers@wustl.edu).

XI. PSYCHOLOGY STUDY ABROAD PROGRAMS:

THE UNIVERSITY OF QUEENSLAND, BRISBANE, AUSTRALIA
THE UNIVERSITY OF HAIFA, ISRAEL
THE UNIVERSITY OF SUSSEX, ENGLAND
DANISH INSTITUTE FOR STUDY ABROAD, COPEHHAGEN (DIS)
PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE (PUC)

The Department of Psychology at Washington University, in conjunction with the College of Arts and Sciences, offers psychology majors the opportunity to study in England at the University of Sussex; in Australia at the University of Queensland; in
Israel at the University of Haifa; in Denmark through the Danish Institute for Study Abroad; and in Chile at Pontificia Universidad Católica de Chile.

Psychology majors interested in applying to one of the approved study abroad programs will have to have completed at least 9 units of psychology classes (if applying for the fall semester of the junior year) or 12 units of psychology classes (if applying for the spring semester of the junior year), and have both an overall GPA and a psychology GPA of at least 3.0, by the end of the semester in which they are applying. Moreover, Experimental Psychology (Psy 301 or 3011) must be satisfactorily completed before going abroad.

If you are considering one of the study abroad programs, you should start planning early in your college career. Study abroad is undertaken in the junior year, and you will need to choose your course work at Washington University carefully to make sure you take the required courses on time. The application process involves completion of the WU general application requirements (a statement of purpose, two letters of recommendation, an approved plan of study, an official transcript, and four photographs) as well as completion of the study abroad institution’s forms and applications. Selection of applicants is done at Washington University, based upon faculty review, with final approval granted by the study abroad institution. For information about the costs, application process, and housing contact the Study Abroad Office, which is located in McMillan Hall, Room 138 (935-5958).

The Psychology Study Abroad Programs are meant to enrich students’ study of psychology as well as their general education. Up to 6 units of the psychology credit earned in an approved psychology study abroad program can be used to satisfy the minimum requirements of the psychology major at Washington University (although all units earned from the program will be transferred). However, none of the core area requirements (e.g., social/development) can be fulfilled by study abroad classes. Moreover, no other transfer credits, University College classes, cross-listed courses, or independent study-type classes may be counted toward the minimum requirements for the major (i.e., study abroad units are part of the 6-unit rule).

All of the psychology study abroad programs involve a research assistantship in a psychology laboratory under the guidance of a faculty mentor, or a practicum, in addition to psychology course work and non-psychology classes. The study abroad program at the University of Sussex requires students to enroll in two psychology classes from an approved list of courses, as well as additional, non-psychology elective courses. The program at the University of Queensland requires the student to enroll in two psychology classes and two elective courses outside of psychology, at least one of which must relate directly to Australia, as well as participation in a weekly brown-bag seminar. The program at the University of Haifa requires acceptance into their Psychology Honors Program where you will enroll in the Psychology Honors Seminar and one of the honors program courses, and also take at least one class directly related to Israel and/or the Middle East. The DIS program requires both a core and practicum course (either clinical psychology core and practicum or positive psychology core and practicum), an additional psychology class, plus two courses outside of psychology, at least one of which must
relate directly to Scandinavia. The PUC program requires fluency in Spanish, and the individualized course of study will be developed in consultation with the student.

Dr. Joel Myerson coordinates the program at University of Queensland – Australia. Professor Leonard Green coordinates the programs at Haifa, Sussex, Chile, and Denmark.

See also the description provided in the Psychology Department’s brochure, *Psychology Study-Abroad Program*, available as a PDF on the WU Psychology website’s Undergraduate Program page.

**XII. VOLUNTEER OPPORTUNITIES**

The Psychology Department encourages students to become involved in community service activities. A variety of options are available for students interested in helping others. Listed below are some of the volunteer opportunities currently available. Many more are available through the Community Service Office website: http://communityservice.wustl.edu/stlagencies/

**EST – Emergency Support Team** - The WU Emergency Support Team is a student-run emergency medical response organization that serves the Danforth campus. A crew of three medics, consisting of at least two medics with a Missouri EMT-B license, is on call 24/7 during the fall and spring semester to respond to any medical emergency. Medics receive rigorous internal training and can take upwards of 50 hours of duty a week. EST also provides special coverage for campus events, and CPR and standard first aid certification classes. New Members are selected in the early fall. To request medical attention from EST, dial 5-5555 (or 935-5555 from a cell phone). Visit our website, [http://www.est.wustl.edu](http://www.est.wustl.edu), for more information on the organization and becoming a member. Email: estselections@gmail.com with questions.

**Campus Kitchen** - The purpose of the Campus Kitchen at Washington University in St. Louis is to alleviate hunger by repurposing salvaged food and empowering students to serve underprivileged populations in St. Louis, especially low income and homeless populations. The Campus Kitchen will also strive to increase awareness on campus about issues of poverty and hunger by working closely with other likeminded campus groups. Finally, the Campus Kitchen will build relationships with on and off-campus agencies working on similar issues in St. Louis such as the Bridge Program at Centenary Church in order to engage students in the surrounding community. To learn more or to join our mailing list, please contact ckwustl@campuskitchens.org.

**Juvenile Detention Center** - Juvenile Detention Center consists of a group of Washington University Students (ages 18+) who go over to the St. Louis Juvenile Detention Center and help tutor the kids for an hour and a half weekly. This group provides an opportunity for Washington University students to break the bubble and work with kids who are vastly different from the typical college atmosphere. Transportation to and from the Juvenile Detention Center is provided. Contact: rose.mccarty@wustl.edu
The NightOff Program - The NightOff Program is a student-run program that provides parents of children with autism a “night off.” Night Off understands that caring for a child or children with autism full-time can be extremely demanding and that qualified sitters can be hard to find. This is why, in addition to Autism awareness and education efforts and activities, the Night Off program is dedicated to giving these parents a well-deserved break. We are looking for students who would be willing to volunteer some of their time (at most, one night/month) to sit for a child with autism and his/her siblings free of charge. We are especially in need of students who have experience with autism, but all students are welcome to help. If you do not have experience with children who have autism, you will be paired up with someone who does. The sitting takes place in the family's home; therefore, access to a car is very helpful but also not necessary. If interested, please contact thenightoff@gmail.com.

Relay for Life - Relay for Life is the American Cancer Society’s signature fundraising activity. This unique event offers a community the opportunity to participate in the fight against cancer. Relay celebrates life and remembers those who have lost the battle against cancer. The money raised during this event goes to the American Cancer Society to help save lives through research, education, advocacy, and service. For more information on how you can get involved, contact us at relay@sugroups.wustl.edu to find out more! Register as a participant today at http://relay.wustl.edu!.

S.A.R.A.H. stands for the Sexual Assault and Rape Anonymous Helpline. We are a 24/7 free helpline offering counseling, resources and referrals on rape, sexual assault, abuse, relationships, and more. We are student-run, anonymous, confidential and open to all members of the Washington University community. To speak with a peer counselor, call SARAH at 314-935-8080. You can call for yourself or a friend. When you call, you will be asked to leave your name and phone number. It is fine to leave a pseudonym. The counselor will then receive a page and will call you back in less than 20 minutes. New volunteers are recruited in the fall after completion of an application as well as an individual and group interview. For more information, contact sarahatwashu@gmail.com.

WU Reflections - Reflections is a group of dedicated students who work together to educate the Washington University community on issues concerning eating disorders and body image. Coordinating small group workshops, training peer educators, organizing Eating Disorders Awareness Week, and providing referral resources are ways Reflections promotes awareness. Our goal is to inform the student body about the unhealthy thought processes that contribute to disordered eating. Self-esteem, balance and media influences are common topics of focus. We encourage people to love their body, not hurt it! Contact: washureflections@yahoo.com.

YMCA - The Campus Y provides student-led programming throughout the academic year addressing a variety of issues, interests, and community needs. Contact information: phone (314) 935-5010, or email campusy@campusy.wustl.edu. Below are some of the community service programs available through the YMCA:

  Greg Delos Y Tutor - Serve as a weekly tutor for community students at Wydown Middle School across from the South Forty, Brittany Woods Middle School in University City, or the Boys and Girls Club in East St. Louis.
Gateway - Serve as a classroom aide Saturday mornings through the Gifted Resource Council’s gifted education program at Wydown Middle School. Assist in a variety of educational activities for students who are in grades K-8.

Arts and Kids - Create opportunities that expose children to the arts through painting, drawing, or participating in a weekly after-school craft project.

Campus Y Big Brothers Big Sisters - Act as a big brother or big sister for youth in the community by participation in one-on-one social and educational activities with elementary and high school aged children in University City.

Project Sunshine – Volunteers provide arts and crafts, tutoring, reading, special events, and other activities for the youth in children’s homes. Volunteers also support children and youth with serious chronic health conditions by providing encouragement and support through the creation of care packages.

Natural Ties – Develop meaningful friendships with young adults with physical/mental disabilities by participation in weekly activities.

S.A.G.E. (Service Across Generations) - Become a friend to senior citizens in the community through one-on-one interactions and group activities at a nearby nursing home.

Help to Heal - Provide childcare and tutoring (both academic and non-academic) for the residents of Lydia’s House, a transitional housing facility for abused women and their children. Participants may also help raise funds for Lydia’s House and increase domestic violence awareness in the local community.

Helping Hands - This program works with St. Patrick’s Center to care for the homeless and raise awareness on-campus. Students will volunteer at St. Patrick’s Center once a week working and interacting with people at the shelter.
XIII. PSI Chi

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining scholarship in, and advancing the science of psychology. Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association and a member of the Association of College Honor Societies. The Washington University chapter of Psi Chi was established on February 29, 1984.

Students become members of Psi Chi by joining the chapters at the school they attend. The criteria for membership at Washington University are: 1) completion of at least three semesters of full-time courses, not including the current semester, 2) successful completion of at least nine units of psychology courses, 3) formal declaration of psychology as a major or minor field of specialization, 4) a minimum overall GPA of 3.00 or higher, 5) a minimum 3.30 GPA in psychology classes, 6) high standards of personal behavior, and 7) two-thirds affirmative vote of the membership selection committee.

The call for applications for membership is announced yearly, in September. Students interested in Psi Chi may contact an officer of Psi Chi (the officers are listed in the Undergraduate section of the Psychology webpage, http://artsci.wustl.edu/~psichi/home.html), and at the end of this section. The faculty advisor to Psi Chi is Professor Leonard Green. All memberships are recorded at the national office by the chapters and are available permanently for reference purposes. The total number of memberships preserved at the national office during the first 54 years was 142,213; many of these members have gone on to distinguished careers. For example, a Psi Chi member who installed a chapter over 30 years ago was the featured speaker at that chapter's program in commemoration of Psi Chi's 50th anniversary in 1979. The member was B. F. Skinner; the chapter was Boston University.

Psi Chi serves two major goals. The first is the Society's obligation to provide academic recognition to initiates by the fact of their membership. The second is to involve members in activities that stimulate a further interest in the scientific, academic, and professional aspects of psychology. For example, the chapters make active attempts to nourish and stimulate professional growth through programs designed to augment and enhance the regular curriculum and to provide practical experience and fellowship through affiliation with the chapter. In addition, the national organization provides numerous programs to help achieve these ends. Among them are national and regional conventions held annually in conjunction with psychological associations, research award competitions, certificate recognition programs, and a quarterly publication, Eye on Psi Chi, which helps to unite the members as well as to inform and recognize their contributions and accomplishments. The chapter at Washington University also serves our students by sponsoring numerous events. Over the years, such events have included pre-registration peer advising in psychology, seminars on preparing for and applying to graduate school, student-faculty get-togethers, panel discussions on careers, and guest speakers.
Officers for 2014-2015 are: Monica Sager (msager@wustl.edu) and Stacy Yun (staciee.92@gmail.com).

XIV. INFORMATION ON GRADUATE STUDY IN PSYCHOLOGY

If you are considering pursuing advanced training in psychology you should speak with your advisor to discuss areas of graduate study, preparation at the undergraduate level, and procedures for applying to graduate schools. We recommend that you read Preparing for Graduate Study in Psychology: Not for Seniors Only!. The booklet is highly recommended for all undergraduates considering an advanced degree in psychology and is especially valuable to freshmen and sophomores. The booklet describes different specialty areas in psychology, describes how to prepare for graduate school, provides a recommended timetable for applying, explains ways of finding out about graduate programs and schools, etc.

During the junior year or beginning of the senior year, you should look carefully at the Graduate Study in Psychology book, also available from the American Psychological Association. This book describes more than 500 graduate programs at both the master’s and doctoral levels and should be consulted when considering the graduate schools to which you might apply.


The Psychology Department conducts an annual meeting on "Preparing for and Applying to Graduate School." At this meeting, faculty members and a graduate student provide information on how best to prepare for graduate school, on how to go about applying, and on different types of programs. The meeting is not for seniors only.

The College of Arts and Sciences also offers Junior Jumpstart, to help juniors make post-graduation plans. For more information, contact Wilmetta Toliver-Diallo at juniorjumpstart@wustl.edu.

Professor Green has prepared a pamphlet, On Applying to Graduate School in Psychology, which is available to interested students. Copies may be picked up from Sharon Corcoran (Psychology Building, room 207B) or downloaded from the department’s undergraduate website.
XV. PSYCHOLOGY DEPARTMENT FACULTY AND INSTRUCTORS

Richard A. Abrams (Psychology, room 323B; 935-6538; r abras@wustl.edu) Professor (Ph.D. University of Michigan), conducts research on aspects of perception, attention, and motor control. His work addresses questions about the mental mechanisms that underlie overt movements of the eyes and limbs and covert movements of visual attention.

David A. Balota (Psychology, room 325B; 935-6549; dbalota@wustl.edu), Professor (Ph.D. University of South Carolina), works on issues related to visual word recognition, semantic and episodic memory, along with the attentional systems that modulate performance within each of these domains in young adults, older adults and individuals with early stage Alzheimer's Disease.

Deanna Barch (Psychology, room 345B; 935-8729; dbarch@wustl.edu) Professor and Director of Graduate Studies (Ph.D. University of Illinois at Urbana-Champaign), has interests in schizophrenia and depression, and the neurobiological mechanisms that contribute to such deficits. Her research includes behavioral, pharmacological, and neuroimaging studies with normal and clinical populations.

John Baugh (Psychology, room 414D, 935-5960; jbaugh@wustl.edu) Margaret Bush Wilson Professor in Arts and Sciences (Ph.D. University of Pennsylvania), is a sociolinguist who studies the social stratification of linguistic diversity in advanced industrialized societies, with particular attention to the linguistic plight of socially dispossessed populations. His work includes the study of African American vernacular English and experimental and legal examinations of linguistic profiling as well as other forms of linguistic discrimination.

Amy Bertelson (West Campus, Psychological Service Center; 935-6861; abertels@wustl.edu) Director, Psychological Service Center (Ph.D. Ohio State University), has interests in personality assessment (MMPI), women’s issues, and insomnia. She teaches courses that focus on sleep, psychotherapy and the MMPI.

Ryan Bogdan (Psychology, room 453B; 935-7957; rbogdan@wustl.edu) Assistant Professor (Ph.D., Harvard University) conducts research that examines how genetic variation and environmental experience contribute to individual differences in brain function, behavior, and psychopathology. He is particularly interested in understanding how differences emerge in reward and threat processing, as well as stress responsiveness, and the role of these factors in the development of depression and anxiety. He uses a variety of methods including molecular genetics, fMRI, EEG/ERP, pharmacological challenge, twin studies, behavioral assessment, and self-report in both healthy and clinical populations.

Todd S. Braver (Psychology, room 341B; 935-5143; tbraver@wustl.edu) Professor (Ph.D. Carnegie Mellon University) studies the cognitive and neural mechanisms of executive control as they interact with memory, attention, emotion, and decision-making processes. His research approach combines functional neuroimaging, computational modeling, and behavioral studies. He focuses not only on normal executive control function, but also on individual differences and impairments observed in different populations (e.g., older adults, individuals with schizophrenia).
**Julie Bugg** (Psychology, room 453C, 935-7514; [jbugg@wustl.edu](mailto:jbugg@wustl.edu)) Assistant Professor (Ph.D. Colorado State University) conducts research on the cognitive control mechanisms that humans use in attentionally demanding contexts, and how these mechanisms are affected by age-related changes. Her research also explores the role of cognitive control in prospective remembering, and the benefits of exercise and cognitive training for older adults' cognitive function.

**Brian Carpenter** (Psychology, room 235G; 935-8212; [bcarpenter@wustl.edu](mailto:bcarpenter@wustl.edu)) Associate Professor and Coordinator of the Internship Program (Ph.D. Case Western Reserve University), conducts research on the clinical psychology of aging, with an emphasis on family relationships, patient-physician interactions, and end-of-life care.

**Ian G. Dobbins** (Psychology, room 353D, 935-7345; [idobbins@wustl.edu](mailto:idobbins@wustl.edu)) Associate Professor (Ph.D. University of California-Davis), conducts research on human memory, specifically investigating the role of prefrontal cortex (PFC) during deliberate recovery of memories using functional magnetic resonance imaging (fMRI) brain scanning techniques. He also is interested in non-strategic rules of thumb and implicit learning mechanisms that may govern memory attributions.

**Jan Duchek** (Psychology, room 410B; 935-7445; [jduchek@wustl.edu](mailto:jduchek@wustl.edu)) Associate Professor (Ph.D. University of South Carolina), studies cognitive mechanisms that discriminate healthy aging from very early stage dementia of the Alzheimer type (DAT). Her research addresses aspects of attentional control and personality in conjunction with biomarkers as predictors of cognitive decline.

**Tammy English** (Psychology, room 416C; [templing@wustl.edu](mailto:templing@wustl.edu)) Assistant Professor (Ph.D. University of California, Berkeley) conducts research on emotion, emotion regulation, and relationships. In her work, she focuses on individual differences in emotion regulation, how emotion and social processes change across adulthood, and implications of emotion regulation for social functioning, psychological well-being, and physical health.

**Leonard Green** (Psychology, room 415B; 935-6534; [lgreen@wustl.edu](mailto:lgreen@wustl.edu)) Professor and Director of Undergraduate Studies (Ph.D. SUNY at Stony Brook), studies choice and decision making in rats, pigeons, and people. His research on choice extends to the areas of self-control and impulsivity, behavioral economics, and the discounting of delayed and probabilistic outcomes.

**Sandra Hale** (Psychology, room 423B; 935-6664; [sshale@wustl.edu](mailto:sshale@wustl.edu)) Associate Professor (Ph.D. University of Wisconsin–Milwaukee), conducts research that focuses on changes in processing speed, working memory, and learning across the life span and on their role in age-related differences in higher-order cognitive abilities.

**Denise Head** (Psychology, room 339B; 935-8732; [dhead@wustl.edu](mailto:dhead@wustl.edu)) Associate Professor (Ph.D., University of Memphis, 2001), conducts research on the neural substrates of cognitive aging. Her research uses behavioral testing and
neuroimaging in healthy and pathological aging (e.g., dementia of the Alzheimer type) populations.

**Josh Jackson** (Psychology, room 315B; j.jackson@wustl.edu). Assistant Professor (Ph.D., University of Illinois, Urbana-Champaign) studies the development and assessment of personality. His current research focuses on identifying the antecedents, such as genetic and environmental factors, that are responsible for changes in personality, with a particular focus on educational experiences. His work also examines the ways in which different assessment methods can influence how personality development is estimated. For example, some of his current studies examine the overlap and discrepancies between different modalities of personality assessment (e.g., self-reports, observer-reports, behavioral and physiological measures) across the lifespan.

**Larry Jacoby** (Psychology, room 425B; 935-6795; lljacoby@wustl.edu) Professor (Ph.D. Southern Illinois University), studies the distinction between consciously controlled and automatic processes. His research is aimed at showing the utility of that distinction for better understanding age-related differences in memory performance and at devising improved procedures for diagnosis and treatment of memory deficits. Other lines of research are aimed toward facilitating the acquisition of natural categories and metacognition.

**Alan J. Lambert** (Psychology, room 319B; 935-7176; alambert@wustl.edu) Associate Professor (Ph.D. University of Illinois), is currently involved in several related lines of research, including research on: How states of uncertainty can lead to systematic shifts in people’s attitudes towards societal institutions such as religion and/or authoritarian governments; the mechanisms responsible for “rally round the flag effects (sudden surges in the popularity of the American president); how people’s patriotic allegiance to the United States can influence, and be influenced by, memories of past transgressions by their own country, such as the massacre of Native Americans in the late 1800s; and how research and theory on “sunk costs” can explain the tendency for nations to remain committed to a given war even when prospects for victory are slim to none.

**Randy Larsen** (Psychology, room 206; 935-6567; rlarsen@wustl.edu) Professor and Chair of the Psychology Department (Ph.D. University of Illinois), has interests in emotion, primarily in terms of differences between people. Topics have included mood variability, jealousy, attraction, depression, post-traumatic stress disorder, emotional intensity, happiness or life satisfaction, vulnerability to positive and negative emotions, and strategies for the self-management of emotion. Emphasis is on understanding how and why individuals differ from each other in terms of patterns in their emotional lives.

**Lori Markson** (Psychology, room 235E, 935-3482; markson@wustl.edu) Assistant Professor (PhD, University of California, Berkeley), studies cognitive development in infants and young children, with a focus on conceptual and social-cognitive development. She is interested in how children learn the meanings of words, pragmatics and theory of mind, and the development of social cognition in early childhood.

**Mark A. McDaniel** (Psychology, room 235F; 935-8030; mmcdaniel22@wustl.edu)
Professor (Ph.D. University of Colorado), has research interests in the general area of human learning and memory. His research encompasses four arenas: prospective memory (remembering to perform some intended action at a particular point in the future); encoding processes in retrospective memory (e.g., distinctiveness effects; encoding difficulty effects and application in education); retrieval processes and mnemonic effects of retrieval (e.g., testing to improve learning); and functional and intervening concept learning.

Kathleen McDermott (Psychology, room 343B; 935-8743; Kathleen.mcdermott@wustl.edu) Professor (Ph.D. Rice University), investigates the mechanisms underlying memory formation and memory retrieval. Her research uses both behavioral (traditional psychological) and functional neuroimaging (specifically, fMRI) techniques. Ongoing projects include explorations of the behavioral and neural mechanisms underlying false memories, the neural substrates of memory retrieval, and implicit (or unintentional) memory.

Michael Merbaum (Psychology, room 421A; 935-6584; mmerbaum@wustl.edu) Professor (Ph.D. University of North Carolina), has a special interest in the effects of stress on behavior, self-control, and the efficacy of various psychotherapeutic treatment strategies.

Joel Myerson (Psychology, room 415A; 935-9815; jmyerson@wustl.edu) Research Professor (Ph.D. Arizona State University), has interests in behavioral economics, choice and decision-making, cognitive aging, and individual differences in cognitive abilities, particularly processing speed, working memory, learning, and intelligence.

Thomas Oltmanns (Psychology, room 219B; 935-6595; oltmann@wustl.edu) Professor and Director of Clinical Training (Ph.D. SUNY at Stony Brook), is interested in the assessment of psychopathology, especially limitations of self-report measures in the assessment of personality disorders. On-going projects are concerned with ways in which people see themselves, ways in which they are seen by other people, and their beliefs about what other people think of them.

Steven E. Petersen (Neurology and Psychology, East Building, room 202; 362-3319; sep@wustl.edu) Professor (Ph.D. California Institute of Technology), has interests in functional imaging and cognitive neuroscience of language, memory, and attention.

James Reid (Psychology, room 2351; 935-6556; jdreid@wustl.edu) Senior Lecturer and Clinical Supervisor (Ph.D. Fordham University), teaches courses in the area of adolescence, sexual identity and sexual minorities, personality, and forensic psychology.

Heather Rice (Psychology, room 416C, 935-6514; hrice@wustl.edu) Lecturer (Ph.D., Duke University), conducts research on how humans retrieve memories of personally experienced events. She investigates how visual images that accompany retrieval can affect the content and phenomenological experience of a particular memory, specifically examining the effects of using a first-person or third-person visual perspective.
during retrieval. She also is interested in applying basic memory research to the classroom environment.

**Thomas Rodebaugh** (Psychology, room 353B; 935-8631; rodebaugh@wustl.edu) Assistant Professor (Ph.D. University of North Carolina at Chapel Hill), studies the anxiety disorders, particularly social phobia, as well as psychotherapy outcome and process. He is interested in interpersonal processes in social anxiety, the use of behavioral economics in understanding social anxiety, and the integration of social psychological research into the domain of clinical psychology.

**Henry L. Roediger III** (Psychology, room 235C; 935-4307; roediger@wustl.edu) Professor (Ph.D. Yale University), has primary research interests in cognitive psychology, particularly with learning and memory.

**Mitchell Sommers** (Psychology, room 417A; 935-6561; msommers@wustl.edu) Professor (Ph.D. University of Michigan), focuses on speech perception and auditory processing in young, elderly, and individuals with Alzheimer’s disease. In general, his research examines both cognitive and psychoacoustic processing with the goal of establishing factors that may explain both normal and impaired spoken language abilities. In addition Dr. Sommers’ work examines factors that can help individuals learn a second language.

**Michael Strube** (Psychology, room 317A; 935-6545;mjstrube@wustl.edu) Professor (Ph.D. University of Utah), has primary research interests focused on self-knowledge, self-esteem, and decision-making.

**Renee Thompson** (Psychology, room 235D; 935-8251; renee.thompson@wustl.edu) Assistant Professor (Ph.D. University of Illinois, Urbana-Champaign), focuses on the emotional experience in individuals with depression and anxiety. She uses a multi-method approach to examine facets of people’s emotional experience (e.g., the extent to which people understand and attend to their emotions).

**Rebecca Treiman** (Psychology, room 235H; 935-5326; rtreiman@wustl.edu) Professor (Ph.D. University of Pennsylvannia), is interested in language and language development. Her major focus is on writing systems, reading, and spelling. Current research examines the spelling of children learning English and other languages; it also looks at the processes involved in word reading in children and adults.

**Desiree White** (Psychology, room 321A; 935-6511; dawhite@wustl.edu) Associate Professor (Ph.D. Washington University), examines the neuropsychological consequences of brain damage in children. She has focused her investigations on the development of executive abilities (e.g., working memory, inhibitory control, strategic processing/planning, response monitoring) in children with damage to the frontal lobes and white matter of the brain. Neuropsychological and neuroimaging procedures are used to explore the interplay between cognition and brain structure/function.

**Denise Wilfley** (4570 Children’s Pl., St. Louis, MO 63110; 286-2079; wilfleyd@wustl.edu). Professor Wifley (Ph.D. University of Missouri, Columbia), is interested in the causes, prevention, and treatment of eating disorders and obesity, as well
as the interface of the eating disorders and obesity fields. Current projects include: 1) the examination of an Internet-based intervention to reduce the onset of eating disorders among a high risk group of college age women; 2) an evaluation of the effectiveness of two types of family therapy in the treatment of adolescent anorexia nervosa; 3) a randomized controlled trial evaluating the effectiveness of an Internet-based program for parents of overweight, preschool-age children; and 4) a study of the comparative efficacy of metformin alone or in combination with rosiglitazone or lifestyle intervention in adolescents with type 2 diabetes. Anticipated projects include a study that will examine the efficacy of a family-based, enhanced social facilitation treatment for the long-term maintenance of weight loss in children.

Heike Winterheld (Psychology, room 416D; 935-8111; winterheld@wustl.edu), Assistant Professor (Ph.D., University of Minnesota), conducts research on romantic relationships. She studies how personality-related characteristics of both partners in dating or married couples combine to predict outcomes relevant to psychological and physical health. She further aims to identify the behavioral, emotional, and cognitive processes that explain links between specific pairings and relational and individual outcomes. Personality characteristics that she is particularly interested in are adult attachment orientations and self-regulatory orientations.

Jeff Zacks (Psychology, room 419B; 935-8454; jzacks@wustl.edu) Associate Professor (Ph.D. Stanford University), studies cognition in complex, dynamic domains. His research combines behavioral experiments, functional neuroimaging, and information technology design to study event perception and mental spatial transformations of the body.

XVI. ADJUNCT AND RELATED FACULTY

Robert M. Carney (Psychiatry, 4930 Forest Park Ave Suite 301; 286-1300; carneyr@wustl.edu) Professor of Psychiatry and Psychology (Ph.D. Washington University), has interests in health psychology, particularly how depression affects the course and outcome of heart disease.

Kenneth E. Freedland (Behavioral Medicine Center, Cortex Building, 4320 Forest Park Ave., Suite 301; phone 286-1300; freedlak@wustl.edu) Professor of Psychiatry and Psychology, and Associate Director of Behavioral Medicine (Ph.D. University of Hawaii), studies the role of depression, anxiety, stress, social support, and other psychosocial factors in heart disease. His research also focuses on cognitive-behavioral approaches to treating these problems.

Barry A. Hong (Psychiatry, Room 330, Wohl Clinic Building, 4940 Children's Place; 362-4270; hongb@psychiatry.wustl.edu) Professor of Psychiatry and Medicine (Ph.D. St. Louis University) has interests in psychological aspects of medical illnesses. He presently is involved with (NIH, NIAAA, HRSA) funded projects involving hepatitis C, lung and kidney donors, living altruistic organ donors and functional pain. With Carol North, MD (UT – Southwestern), he has co-authored a mental health disaster training program entitled P-FLASH with support from the New York City 911 funds, and recently, an NIH study of the pain syndrome, interstitial cystitis.
**Patrick J. Lustman** (Psychiatry, 4940 Children’s Place; 362-2428; lustmanp@wustl.edu) Professor of Medical Psychology (Ph.D. Michigan State University), has interests in psychosomatic medicine and interactions between psychiatric disorder and medical illness, in particular diabetes and gastrointestinal disorders.

**John Rohrbaugh** (Psychiatry, Bank of America Building, 4625 Lindell Blvd, Ste 200; (314) 286-1369; jwrohrba@wustl.edu) Professor of Psychiatry (Ph.D. University of Illinois), studies human psychophysiological activity related to attention, cognition and emotion in normals and in patient populations. Research includes studies of the causes and consequences of alcohol, nicotine and other substance abuse. Recent emphasis has been on development of novel laser- and camera-based methods for assessing physiological activity.

### XVII. PROFESSORS EMERITI

**Stanley Finger** (Psychology, room 408D; 935-6513; sfinger@wustl.edu) (Ph.D. Indiana University), is researching the history of the neurosciences. He is currently writing a book on how electric fish "became electrical," thus causing a revolution in physiology, as well as other books and articles about topics in the history of neuroscience and medicine.

**Anthony Schuham** (schuham@mindspring.net) (Ph.D. Washington University), has interests in family interaction and child psychopathology.

**Martha Storandt** (mstorand@wustl.edu) (Ph.D. Washington University), specializes in research on the clinical psychology of aging.

**Robert L. Williams** (Ph. D. Washington University) is interested in minority mental health issues, Afro-American language structure, and black psychology.
XVIII. PSYCHOLOGY DEPARTMENT CONTACTS

Professor Deanna Barch, Department Chair
room 206, 935-6567, dbarch@wustl.edu

Professor Leonard Green, Director of Undergraduate Studies; Practicum Coordinator
room 415B, 935-6534, lgreen@wustl.edu

Professor Lori Markson, Director of Graduate Studies
room 235E, 935-3482; markson@wustl.edu

Professor Brian Carpenter, Internship Coordinator
room 235G, 935-8212, bcarpenter@wustl.edu

Dr. Joel Myerson, Study Abroad Coordinator
room 415A, 935-9815, jmyerson@wustl.edu

Professor Thomas Oltmanns, Director of Clinical Training
room 219B; 935-6595; toltmann@wustl.edu

Professor Mitch Sommers, Honors Coordinator
room 417A, 935-6561, msommers@wustl.edu

Professor Jeff Zacks, Associate Chair
room 419B; 935-8454; jzacks@wustl.edu

David Archer, Computing Support Manager
room 431C, 935-6773, david@wustl.edu

Vicki Babbitt, Accounting Assistant
room 221A, 935-6592, vbabbitt@wustl.edu

Cheri Casanova, Administrative Assistant to the Chair
room 206A, 935-6567; cbcasano@wustl.edu

Jim Clancy, Departmental Administrative Officer
room 221B, 935-4219, jclancy@wustl.edu

Sharon Corcoran, Undergraduate Coordinator
room 207B, 935-5169, sharoncorcoran@wustl.edu

Michelle Ellis, Grants Administrator
room 207C, 935-6437, michelle.ellis@wustl.edu

Shelley Kohlman, Tutor and T.A.
Room 208A, 935-7027, skohlman@wustl.edu
Lora Lanczkowski, Payroll Coordinator  
Room 221C, 935-6529, llanczkowski@wustl.edu

Meg McClelland, Graduate Administrative Assistant  
room 207C, 935-6520, mcclelland@wustl.edu

Carol McKenna, Purchasing Account Assistant  
Room 221E, 935-6565, cmckenna@wustl.edu

Dale Wineinger, Systems and Network Administrator  
room 433C, 935-6828, dalewineinger@wustl.edu
Supplemental Concentrations in Psychology
(for Psychology majors)

For a supplemental concentration, 9-10 units of coursework in one of the approved concentrations, in addition to the requirements of the major, are required.

Each concentration must contain no fewer than 4 classes from which a student may choose, and these classes must be offered on a regular basis (i.e., at least once a year, or in the case of advanced seminars, at least one possible seminar yearly). Other course offerings can be added, of course, when appropriate. Up to 2 specific classes in a concentration may be required, allowing for at least one choice option. One of the classes needed to complete the supplemental concentration must be an advanced, 400-level class. (A class from another department might be allowed to be included in the concentration, when deemed essential.)

None of the classes for a concentration may be used to fulfill any other aspect of the major (e.g., if the student completes, say, Cognitive, Psy 360, for the supplemental concentration, then that class would not fulfill the core BBC category), nor can any of the units for the supplemental concentration be used to count for any other major or minor. If 2 classes are in a core area of the Psychology major, however, then that core area will have been satisfied.

A semester of research in an appropriate, approved lab is required, consisting of Psych 500A: Independent Study for a Supplemental Concentration, and including successful completion of a research paper. In some cases a relevant internship or practicum would be an appropriate alternative to research experience. The research/internship/practicum would, however, be part of the 6 units of such credit that is permitted for the regular major, not part of the 9-10 additional units needed for the supplemental concentration.

Each concentration must have a contact person (a member of the psychology faculty) who meets with interested students and ensures successful and appropriate completion of the concentration, and serves as the liaison with the Undergraduate Committee. A student may pursue only one supplemental concentration.

Forms for arranging a Supplemental Concentration are available from Sharon Corcoran in Psychology room 207B.

Recognition of the Supplemental Concentration will appear on the student’s academic record under “Milestones.”

**The six concentrations currently offered are:** Cognition in Children; Reading, Language, & Language Acquisition; Cognitive Neuroscience; Lifespan Development; Personality & Individual Differences; and Experimental Psychopathology.
Supplemental Concentration: Cognition in Children

The supplemental concentration **Cognition in Children** allows students to acquire deeper knowledge of cognitive processes in infancy and early childhood. The courses for the concentration consider child development more generally and then explore in more depth the early development of cognitive, conceptual, linguistic, and social-cognitive abilities. Students have the opportunity to work in a laboratory that is conducting current research on these topics, allowing them to gain hands-on experience collecting and analyzing child data. Alternatively, students also have the option to work at the Washington University Family Learning Center (located on the North campus), which will provide hands-on experience interacting with preschool age children in a play environment.

This concentration should prove useful for students who are considering careers in a wide variety of fields – such as medicine (e.g., pediatrics, neonatology, child psychiatry, etc.), education, law, and social welfare – that might involve interaction with children. It also is excellent preparation for students who are considering graduate study in developmental psychology, cognitive science, education, neuroscience, or related academic fields.

Advisor/Coordinator: Professor Lori Markson

Coursework

Required:
- Developmental Psychology – Psy 321

Electives – must include 2 classes, at least one of which must be at the 400 level:
(Other highly relevant courses may be added or approved by the coordinator.)
- The Infant Mind – Psych 219 (Sophomore Seminar)
- Language Acquisition – Psych 358
- Developmental Neuropsychology – Psych 4046
- Development of Social Cognition – Psych 4591

Research Mentorship:

Prior approved research mentorship with a relevant faculty member. Students will be enrolled in Psych 500A (Independent Study for a Supplemental Concentration) which will include one semester of research plus the successful completion of a research paper.

Potential mentors include: Dr. Markson, Dr. Treiman, and Dr. White (Psychology)
By special approval: Dr. Constantino, Dr. Luby, and Dr. Pruett (Psychiatry)
Supplemental Concentration
Cognitive Neuroscience

The supplemental concentration, **Cognitive Neuroscience**, allows students to acquire deeper knowledge of the relation between mind and brain. The courses for the concentration consider the neurobiological basis for psychological functions at a more general level, and then explore in greater depth specialized topics relating to how higher cognitive processes, such as memory, attention, perception, and emotion, emerge from brain function. In addition, students will have the opportunity to work in a laboratory that is conducting current research on these topics, allowing them to gain hands-on experience collecting and analyzing cognitive neuroscience data.

This concentration should prove useful for students who are considering careers in a wide variety of fields – medicine (e.g., psychiatry, neurology, etc.), biotechnology (pharmaceuticals, imaging), and education. It also would provide excellent preparation for students who are considering graduate study in cognitive science, neuroscience, bioengineering, or related academic fields. The concentration also would be of interest to students who have a general interest in the brain and its relation to psychological phenomena.

**Advisor/Coordinator:** Professor Todd Braver

**Coursework**

**Required:**
- Biological Psychology – Psy 3401 **or**
- Principles of the Nervous System – Psy 344

**Electives** – must include 2 classes, at least one of which is at the 400 level:
- Drugs, Brain, and Behavior – Psy 374
- Cognitive Neuroscience – Psy 3604
- Advanced Cognitive Neuroscience WI – Psy 4413
- Developmental Neuropsychology WI – Psy 4046
- Inside the Disordered Brain – Psy 4765
- Functional Neuroimaging Methods – Psy 4450
- Genes, Brain, and Behavior – Psy 4745
- Cognitive Neuroscience of Film – Psy 488

**Research Mentorship:**

Prior approved research mentorship with a relevant faculty member, and successful completion of a research paper.

Potential mentors include: Deanna Barch, Ryan Bogdan, Todd Braver, Ian Dobbins, Denise Head, Kathleen McDermott, and Jeff Zacks

(It may be possible to complete the research mentorship with a faculty member not in this list, but prior approval from the advisor/Coordinator is required.)
Supplemental Concentration
Lifespan Development

Many introductory courses in Developmental Psychology focus on changes that occur from birth to adolescence. The supplemental concentration in **Lifespan Development** provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the concentration is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan. In addition, through coursework and either laboratory experience or an internship, students will gain an increased understanding of how developmental changes affect an individual’s day-to-day functioning.

This concentration is suited for students interested in future work with older adults, as well as for those with an interest in children but who desire a broader, lifespan perspective. It also provides preparation for those with plans to attend graduate school in medicine, psychology, social work, or education, and who may have an interest in gerontology.

Advisor/Coordinator: Professor Mitchell Sommers

Coursework:

Required:
- Psychology of Aging – Psy 326
- Social Gerontology – Psy 427

Electives - must select at least one of the following courses: (Other courses may be added or approved by the coordinator.)
- Developmental Psychology – Psy 321
- Contemporary Topics in Developmental Psychology – Psy 4301

Research Mentorship or Internship Experience:

Prior approved research mentorship with a relevant faculty member, or internship. In either case, students will be enrolled in Psych 500A (Independent Study for a Supplemental Concentration) which will include successful completion of a research paper.

*Research option:*
Prior approved laboratory research mentorship related to older adults, and successful completion of a research paper.
Potential research mentors: Mitchell Sommers, David Balota, Sandra Hale, Denise Head, Brian Carpenter, Lori Markson

*Internship option:*
Prior approved internship related to older adults, and successful completion of a paper.
Possible internships: Work in an assisted-living facility or other community-based program designed to assist older adults. Other internships are available - see Dr. Brian Carpenter for opportunities.
Supplemental Concentration

Reading, Language, and Language Acquisition

The supplemental concentration in Reading, Language, and Language Acquisition provides students with a deep and broad knowledge of linguistic development. The courses look in depth at the development of written and spoken language. Students also will have the opportunity to work in one of the laboratories that is conducting research on these topics, allowing them to gain first-hand experience in collecting and analyzing linguistic data from children and/or adults and older adults.

This concentration is well suited for students who are thinking about careers in such fields as teaching or speech-language pathology. It provides preparation for students who are considering graduate school in developmental psychology, educational psychology, or related fields, and for students with an interest in linguistics.

Advisor/Coordinator: Professor Rebecca Treiman

Coursework:

   Required:

      Intro to Linguistics - Ling 170D

      Electives - must include 2 classes, at least one of which is at the 400-level. These may be chosen from the courses listed below, or from other courses approved by the coordinator.

      Language Acquisition - Psy 358 or Psych 358 W (Writing Intensive Version)
      Psychology of Language - Psy 433
      Reading and Reading Development - Psy 4351 or Psy 4352 (Writing Intensive Version)
      Introduction to Speech and Hearing Sciences and Disorders - Psy 234

Research Mentorship:

   Prior approved research mentorship with a relevant faculty member. Students will be enrolled in Psych 500A (Independent Study for a Supplemental Concentration) which will include successful completion of a research paper.

   Relevant faculty research supervisors: Dr. Rebecca Treiman, Dr. David Balota, Dr. Lori Markson, Dr. Mitchel Sommers
Supplemental Concentration  
Experimental Psychopathology

The supplemental concentration in Experimental Psychopathology allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research has demonstrated the importance of integrating psychological and biological variables in understanding the classification, etiology, and treatment of a wide variety of mental disorders, including schizophrenia, mood disorders, anxiety disorders, substance use disorders, and eating disorders. Students who pursue this concentration will develop a broadly based appreciation for conceptual and methodological issues that are central to research in psychopathology. This concentration should be useful for students who are interested in careers in clinical psychology, psychiatry, social work, or related fields concerned with mental health services. It will be especially beneficial for those who plan to apply to research-oriented training programs.

Advisor/Coordinator: Professor Deanna Barch

Coursework:
   Required:
       Abnormal Psychology, L33 354

Electives – must include two classes, at least one of which is at the 400 level: (Other courses may be added or approved by the coordinator.)

   Genes, Environment, and Human Behavior, L33 345
   Drugs, Brain, and Behavior, L33 374
   Personality and Psychopathology, L33 4541
   Inside the Disordered Brain: Biological Bases of the Major Mental Disorders, L33 4765
   Biopsychosocial Aspects of Eating Disorders and Obesity, L33 4557
   Genes, Brain and Behavior: Pathways to Psychopathology, L33 4745

Research Mentorship:

Prior approved research mentorship with a relevant faculty member. Students will be enrolled in Psych 500A (Independent Study for a Supplemental Concentration) which will include successful completion of a research paper.

Potential mentors include: Deanna Barch, Tom Oltmanns, Denise Wilfley, Josh Jackson, Tom Rodebaugh, Ryan Bogdan, and Renee Thompson
Supplemental Concentration
Personality and Individual Differences

The supplemental concentration, **Personality and Individual Differences**, allows students to acquire deeper knowledge of how and why individuals differ from one another, and the ways in which individual (e.g., personality, self) and group (e.g., gender) differences influence behavior, emotion, experience, identity, and psychopathology. The core course for the concentration (Psy 353) considers personality more generally. The seminars explore in depth specific aspects of personality and individual differences, including biological bases of individual differences (i.e., genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences, and personality pathology. Students have the opportunity to work in a laboratory that is conducting current research on these topics, allowing them to gain hands-on experience collecting and analyzing data on personality and individual differences.

Anyone interested in understanding individuals and the differences between them (including group differences, such as gender) would benefit from an in-depth study of personality and individual differences. This concentration should prove especially useful for students who are considering careers in personality psychology, human resources, clinical psychology, management, social psychology, psychiatry, social work, and law.

Advisor/Coordinator: Professor Thomas Oltmanns

Coursework

**Required:**
Psychology of Personality – Psy 353

**Electives** – must include 2 classes, at least one of which is at the 400 level: (Other courses may be added or approved by the coordinator.)

Lesbian, Gay, Bisexual Identity Development – Psy 3091  
Understanding Emotions – Psy 3645  
Psychological Perspectives on the Self – Psy 4361  
Personality and Psychopathology – Psy 4541

Research Mentorship:

Prior approved research mentorship with a relevant faculty member. Students will be enrolled in Psych 500A (Independent Study for a Supplemental Concentration) which will include successful completion of a research paper.

Potential mentors include: Randy Larsen, Mike Strube, Tom Oltmanns, Josh Jackson, Renee Thompson, Tammy English, Heike Winterheld