

# ***THE UNDERGRADUATE GUIDE TO PSYCHOLOGY***

DEPARTMENT OF PSYCHOLOGICAL & BRAIN SCIENCES  
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<https://psychweb.wustl.edu/undergraduate>

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# *THE UNDERGRADUATE GUIDE TO PSYCHOLOGY*

## **I. INTRODUCTION**

This *Guide* provides our psychology students with information concerning requirements, courses, and opportunities in the Department of Psychological & Brain Sciences of Washington University in St. Louis.

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. This is provided by either the major in Psychological & Brain Sciences (see section II) or the major in Psychological & Brain Sciences: Cognitive Neuroscience (see section III).

Completion of either of the two Psychological & Brain Sciences majors, that is Psychological & Brain Sciences, or Psychological & Brain Sciences: Cognitive Neuroscience, 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 both majors (i.e., Psychological & Brain Sciences, and Psychological & Brain Sciences: Cognitive Neuroscience), and for a minor in Psychological & Brain Sciences. 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.

Our mission is to educate our Psychological & Brain Sciences 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 Psychological & Brain Sciences can include more focused study in a specific area, and possibly the completion of one of the available Concentrations (see Section IV). 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 their 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. For a student with a serious interest in specializing in cognitive neuroscience, we suggest consideration of the Psychological & Brain Sciences: Cognitive Neuroscience major (see section III). Please be sure to discuss such possibilities with your psychology advisor. See also section IV on Concentrations.

It is suggested that junior-level and senior-level Psychological & Brain Sciences 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 (Psych 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 Psychological & Brain Sciences Department.

Should you have questions, desire further information, or have suggestions, please contact Shelley Kohlman, the Undergraduate Coordinator in Psychological & Brain Sciences. Her office is in the Psychology Building, room 207B; telephone (314) 935-5169; [skohlman@wustl.edu](mailto:skohlman@wustl.edu).

## II. REQUIREMENTS FOR THE PSYCHOLOGICAL & BRAIN SCIENCES MAJOR

The minimum number of units required for the major in Psychological & Brain Sciences is 34. For students who matriculated PRIOR to Summer 2016, please see the Appendix (Section XXI, p. 36).

Specifically, the requirements for the major in Psychological & Brain Sciences are:

1. Completion of Psychology 100B --- Introduction to Psychology<sup>\*</sup>, and
2. A minimum of 31 additional units in psychology (that is, 31 units in addition to Psy 100B), of which at least 25 must be at the advanced (300 or above) level. As part of the additional 31 units, the student majoring in Psychological & Brain Sciences must include:
  - a. Psychology 300 --- Introductory Psychological Statistics<sup>\*\*</sup>; and
  - b. Psychology 301 or 3011 --- Experimental Psychology; and
  - c. At least one of the courses listed from each of the following five areas:

### Social/Personality:

Social Psychology (Psych 315)  
Psychology of Personality (Psych 353)

### Abnormal/Affective:

Abnormal Psychology (Psych 354)  
Psychotherapy: Intro to Practice and Research (Psych 3501)  
Understanding Emotions (Psych 3645)

### Biological/Neurological Bases of Behavior:

Sensation and Perception (Psych 330)  
Introduction to Biological Psychology (Psych 3401)  
Genes, Environment, & Human Behavior (Psych 345)  
Cognitive Neuroscience (Psych 3604)  
Drugs, Brain & Behavior (Psych 374)

### Behavior & Cognition:

Cognitive Psychology (Psych 360)  
Psychology of Learning (Psych 361)  
Human Learning and Memory (Psych 380)  
Psychology of Language (Psych 433)

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\* 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. We will not accept any A.P. math as a substitute.

Lifespan Development:

Developmental Psychology (Psych 321)

Psychology of Adolescence (Psych 325)

Psychology of Aging (Psych 326)

Social Gerontology (Psych 427)

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 when not completed on an approved psychology abroad program (see Section XII, p. 19); 100-level (excluding Psych 100B) & 200-level classes; and independent study-type classes (e.g., Psych 225, 235, 333, 444, 498, 499) — may be counted toward the major requirements. (The student, of course, may 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 Psychological & Brain Sciences 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 18 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 18 units.) Transfer students should make an appointment to meet with Shelley Kohlman, room 207B of the Psychology Building, telephone (314) 935-5169; [skohlman@wustl.edu](mailto:skohlman@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 Psychological & Brain Sciences 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 required 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 Psychological & Brain Sciences 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 (Psych 333) in their junior or senior year. For this to serve as a capstone experience, 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 Concentration in Psychological & Brain Sciences will be a capstone experience, contingent on completion of the required research paper (Psych 444C) and presentation at the annual UR-PSYmposium, the Undergraduate Research in Psychology symposium, or at a lab research meeting.

Declaration of a major in Psychological & Brain Sciences, as with all major programs, is accomplished online via the student's WebStac account. The process is not complete, however, until the student has met with the Undergraduate Coordinator for Psychological & Brain Sciences, Shelley Kohlman. 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 their plans and goals, and to provide the advisor with information that may assist in the advising process.

### **III. REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGICAL & BRAIN SCIENCES: COGNITIVE NEUROSCIENCE**

The major in Psychological & Brain Sciences: Cognitive Neuroscience draws upon the substantial expertise within the Psychological & Brain Sciences Department in the area of cognitive neuroscience, while combining with related specialized courses from other departments, to produce a high-quality curriculum in cognitive neuroscience. The major fills a niche for students who want a strong natural science and psychology focus, with a specific specialization in cognitive neuroscience. The major will provide highly relevant coursework and preparation for students planning to pursue graduate study in related fields or medical school. The major will provide a rigorous curriculum that is differentiable from the standard Psychological & Brain Sciences major because of its emphasis on cognitive neuroscience. The additional outside prerequisites ensure that students have the necessary grounding in Biological Sciences, Mathematics, and Computation/Programming, as well as a strong foundation and experience in cognitive neuroscience.

The minimum number of units required for this major is 37 (12 courses, plus prerequisites). Specifically, the requirements for the major are:

1. Prerequisites outside of Psychological & Brain Sciences (6 units, not counted toward the major):

Math: Calculus II (Math 132)

Biology: Principles of Biology I (Bio 2960)

[NOTE: Each of these prerequisites has its own prerequisites: Math 132 requires Math 131, and for Bio 2960, completion of Chem 111A and concurrent enrollment in Chem 112A (concurrently) are strongly recommended, but not required. These also are Biology and PreMed prerequisites, and are typically completed in one's freshman year.]

2. Core Psychology Requirements (19 units / 6 courses):

Intro to Psych (Psych 100B)\*

Psychological Statistics (Psych 300) \*\*

Experimental Lab (Psych 301 or 3011)

Biological Psych (Psych 3401) **or** Principles of the Nervous System (Psych 344)

Cognitive Psychology (Psych 360)

Cognitive Neuroscience (Psych 3604)

[NOTE: The first three requirements (i.e., Psy 100B, 300, and 301/3011) are the same as those for the regular Psychological & Brain Sciences major.]

3. Additional Biological and Cognitive Distribution (6 units / 2 courses)

One each from A & B:

(A) Sensation & Perception (Psych 330), Human Learning & Memory (Psych 380), Psychology of Learning (Psych 361)

(B) Physiological Control Systems (Bio 3058), Endocrinology (Bio 3151), Human Physiology (Bio 328), Neuroethology (Bio 3421), Physics of the Brain (Phys 350), Genes, Environment, & Human Behavior (Psych 345), Drugs, Brain, & Behavior (Psych 374)

4. Computation Requirement (3 units / 1 course):

Computer Science I (CSE 131); or Stats with R (Psych 4175); or Stats with MATLAB (Psych 5007); or another computer programming class (with prior approval).

5. Capstone / Depth requirement (9 units / 3 courses):

One each from A, B, & C (NOTE: None of these can be used to also fulfill any of the other requirements – i.e., no double usage).

(A) 400-level coursework:

A course from the Cognitive Neuroscience Concentration list (Advanced Cog Neuro; Genes, Brain, & Behavior; Biological Pathways to Psychopathology...; Developmental Neuropsychology; Inside the Disordered Brain; Functional Neuroimaging; Cog Neuroscience of Film; Perception, Thought, & Action) **OR** an appropriate 400-level course from outside the department (with prior approval) for example, Neurophys Lab; Biological Clocks; Human Anatomy; Philosophy of Neuroscience

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\* 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. We will not accept any A.P. math as a substitute.

- (B) Capstone research / writing intensive experience:  
Writing Intensive Psychology Course (Adv. Cog Neuro or Dev Neuropsych)  
**OR** a research experience that culminates in a written paper (i.e., Psych 444B, Independent Study for P&BS: CN majors, or Psych 498/499, Honors Program in Psychological & Brain Sciences)
- (C) An additional 3 units from category A or category B, or, by approval, MBB 300, Psych 333(3 units must be completed in one semester, in one lab, in order to receive Capstone/Depth C credit), or Psych 498/499
6. Acceptance into the Psychological & Brain Sciences: Cognitive Neuroscience Major:  
Students interested in majoring in Psychological & Brain Sciences: Cognitive Neuroscience will need to apply. Contact Shelley Kohlman (room 207B of the Psychology Building, telephone (314)935-5169; [skohlman@wustl.edu](mailto:skohlman@wustl.edu)), for more information.
  7. All courses to be counted for the major must be taken for a letter grade if a letter grade is offered.
  8. For a course to count toward the major, a grade of C- or better must be achieved.
  9. If a course is cross-listed with Psychological & Brain Sciences (e.g., Principles of the Nervous System), then it must be registered under Psychological & Brain Sciences (i.e., L33) to be counted for the major.
  10. A maximum of 6 units total of transfer credit for psychology courses in categories 2, 3, and 4 may be counted toward the major requirements.

Because the major requires a research component, and/or admittance to enrollment-capped WI courses, it will be necessary to keep major enrollments within manageable bounds. Most significantly, due to the range of requirements, we need to ensure that the students receive careful advising. By requiring application, the student will have to meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress.

Students will be considered for admission to the Psychological & Brain Sciences: Cognitive Neuroscience major no sooner than in their third semester. Decisions are based upon the student's completion of the prerequisites, academic record, statement of purpose, and interview with a faculty advisor in the major.

Once approved, the student can declare the major in Psychological & Brain Sciences: Cognitive Neuroscience online via the student's WebStac account. The process is not complete until the student has met with the Undergraduate Coordinator for Psychological & Brain Sciences, Shelley Kohlman. She will review the student's coursework, indicate 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 their plans and goals, and to provide the advisor with information that may assist in the advising process.

#### IV. CONCENTRATIONS IN PSYCHOLOGICAL & BRAIN SCIENCES

To augment a major in Psychological & Brain Sciences, the department offers concentrations for students who wish to engage more intensively with a specific area within the discipline. The concentration is meant as an enrichment of the major, and none of the courses can be counted toward any other major or minor. In addition to the courses taken to complete the concentration, students will have to undertake an approved research assistantship (Psych 444C, Independent Study for a Concentration or Psych 444A for students under the “old” major requirements), Honors, or approved internship, or practicum, for which a paper is required.

A concentration entails a minimum of 12 units, including an advanced, 400-level class and research in an appropriate, approved lab, or a relevant internship or practicum.

The 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 a contact person to meet with and advise students in the concentration.

There are six concentrations (listed below). For complete descriptions of their requirements, see the separate brochure, *Guide to Concentrations in Psychological & Brain Sciences*, available in PDF version on the WU Psychology website’s Undergraduate Program page: <https://psychweb.wustl.edu/undergraduate>

Cognition in Children

Cognitive Neuroscience (not open to students majoring in Psychological & Brain Sciences: Cognitive Neuroscience)

Reading, Language, and Language Acquisition

Lifespan Development

Experimental Psychopathology

Personality and Individual Differences

## **V. REQUIREMENTS FOR A MINOR IN PSYCHOLOGICAL & BRAIN SCIENCES**

The requirements for a minor in Psychological & Brain Sciences 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 Psychological & Brain Sciences, 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 Psychological & Brain Sciences. For those interested in a general psychology background, we recommend that the student take several courses from the five core areas noted above (i.e., Social/Personality; Abnormal/Affective; Biological/Neurological Bases of Behavior; Behavior & Cognition; and Lifespan Development). 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 (Psych 353), Abnormal Psychology (Psych 354), Learning (Psych 361), Developmental (Psych 321), and Personality and Psychopathology (Psych 4541). A student wishing to pursue a specialization in experimental and the biological bases of behavior might select from such classes as Biological Psychology (Psych 3401), Psychology of Learning (Psych 361), Sensation and Perception (Psych 330), Cognitive Psychology (Psych 360), and Independent Study (Psych 333). As is apparent, there are no required courses (other than Psychology 100B/ Psychology AP 5 or IB 6 or 7 score) for the minor.

Declaration of a minor in Psychological & Brain Sciences, as with all minor programs, is accomplished online via the student's WebStac account. The Undergraduate Coordinator in Psychological & Brain Sciences, Shelley Kohlman, serves as the student's minor advisor.

## **VI. ACADEMIC ADVISING**

For further information concerning the undergraduate programs in Psychological & Brain Sciences, please contact the Undergraduate Coordinator, Shelley Kohlman, Psychology Building, room 207B; [skohlman@wustl.edu](mailto:skohlman@wustl.edu).

Upon declaring a first or second major in Psychological & Brain Sciences, or Psychological & Brain Sciences: Cognitive Neuroscience, the student is assigned a faculty advisor. Students with a first major must meet with their first major advisor every semester; as part of this meeting, the advisor will authorize the student to register for classes.

It is possible for a student to request a change of advisor by speaking with Shelley Kohlman.

## **VII. INFORMATION ON SELECT COURSES IN PSYCHOLOGY**

### Psych 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.

### Psych 102 --- First Year Opportunity: Contemporary Issues in Psychology

This seminar complements the Introduction to Psychology (Psych 100B) class, although it covers material different from that in the Psy 100B class. The seminar is not a study or discussion section for Psych 100B. Rather, students in the seminar discuss controversial issues in contemporary psychology. Each week a different issue is discussed. Some of the issues have included: “Is today’s generation more narcissistic than previous generations?”; “Does video-game playing lead to violence?”; “Can Facebook affect our emotions?”; “Is Attention-Deficit Hyperactivity Disorder (ADHD) over-diagnosed?”; “Can sex be addictive?”; “Does intelligence predict success?”; “How much control do we have over own happiness?” 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. Open only to freshmen concurrently enrolled in or who have completed (or exempt from) Psych 100B, and to sophomores concurrently enrolled in Psych 100B.

### Psych 109 --- Research Seminar in Psychology

The goal of Psych 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.

### Psych 225 --- Internship in Psychology

The Internship in Psychology (Psych 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 IX: Internship Opportunities.

### Psych 235 --- Practicum in Applied Behavior Analysis: Autism Spectrum Disorder

The Practicum in Applied Behavior Analysis (Psych 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 X: 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 (Psych 100B). There is no special sequence of courses that a student needs to take. Thus, after Psych 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.

### Psych 300 --- Introductory Psychological Statistics

The statistics course is required of all psychology majors and is a prerequisite for the required experimental psychology laboratory course (Psych 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).

**N.B.:** 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.

### Psych 301/3011 --- Experimental Psychology

Students who major in psychology must fulfill the empirical research requirement by completing either Psych 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 their 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 Psych 301 or 3011 must be completed prior to the semester of study abroad.)

The Psych 301 course has Psych 300 (Introductory Psychological Statistics) as a prerequisite. The Psych 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 Psych 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, Shelley Kohlman (room 207B).

## **VIII. RESEARCH OPPORTUNITIES**

There are numerous and varied opportunities for students to become involved in psychological research conducted within the Department of Psychological & Brain Sciences 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: <https://psychweb.wustl.edu/undergraduate>

After identifying a research opportunity that interests you, you should directly contact the appropriate individual identified in the *Listing* for that project. In some cases, you may receive academic credit by enrolling in Psy 333, Independent Study, after receiving approval from that person and completing the electronic Petition to Enroll form: <http://eyes.wustl.edu/psych333/>. Shelley Kohlman will enroll you in Psych 333<sup>†</sup>. It is expected that no fewer than 50 total hours over the course of 15 weeks will be devoted to aspects of the research for each unit of credit to be earned (e.g., 10 hours per week for 15 weeks 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.

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<sup>†</sup> For approved research opportunities outside the Psychological & Brain Sciences Department, paper petition forms must be submitted. They are available from Shelley Kohlman in room 207B.

To accomplish these goals, the following guidelines are suggested:

- (1) Students are expected to devote no less than a total of 50 hours over the course of 15 weeks (a typical semester) 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 they will be involved, and in what capacities they are 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.

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.:** Registration for Psych 333 is on a Credit/No Credit or pass/fail basis only.

## **IX. INTERNSHIP OPPORTUNITIES**

Internship in Psychology (Psych 225) provides students with the opportunity to apply the psychological principles they have learned in their coursework to 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 Department of Psychological & Brain Sciences maintains a list of approved internship sites in St. Louis (see link below). Opportunities exist in agencies that provide criminal and offender services, treatment support for individuals with mental illness, services to older adults and people with chronic illness, 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 two months prior to beginning the internship and get approval from the Internship Coordinator (see details 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 (Psych 225) can be taken only once and is offered for 3 units on a "Credit/No Credit" basis only. Prerequisites are as follows. Students must:

1. be at least 18 years of age (or older, if required by the internship agency);
2. be a Junior or Senior who has completed at least 60 units of college credit;

3. be a declared major in Psychological & Brain Sciences;
4. have at least 15 completed credits in Psychological & Brain Sciences with a grade of C- or better in each class;
5. have a minimum overall GPA of at least 2.50.

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

There are several other considerations students should keep in mind. Internships usually have an applied focus; students with an interest in research-related experiences should see the section of this brochure related to research assistantships. Internships must be 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 form on the Department of Psychological & Brain Science's website Undergraduate Program page: <https://psychweb.wustl.edu/undergraduate>. 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](mailto:bcarpenter@wustl.edu)).

## **X. PRACTICUM IN APPLIED BEHAVIOR ANALYSIS**

The *Practicum in Applied Behavior Analysis: Autism Spectrum Disorder* (Psych 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 a child and completion of the minimum number of hours of implementation (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 any family/staff and consultant meetings at which the therapy and the progress of the child are evaluated and discussed;
- attendance at and participation in all meetings of the Practicum seminar throughout the year with the Department of Psychological & Brain Science's Practicum Coordinator, at which assigned readings on autism, therapy, and related issues will be discussed;
- completion of a satisfactory written paper in one's second semester.

A student may receive credit for Psych 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, and you will be registered for Psych 235 in your second semester only.

For a more extensive description of the program, 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: <https://psychweb.wustl.edu/undergraduate>. For additional information, including a list of potential families and agencies, and permission to enroll in the Practicum, contact the Practicum Coordinator, Dr. Leonard Green (Psychology Building, room 415B; 935-6534; [lgreen@wustl.edu](mailto:lgreen@wustl.edu)).

## **XI. 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 Psychological & Brain Sciences 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 (Psych 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 (Psych 498 and 499\*\*), which includes participation in the required weekly seminar. Psychology 498 fulfills the Arts and Sciences Writing Intensive (WI) requirement.

\*\* For those students who would like additional research and writing experience under the direction of a faculty member, but who are either unable or ineligible to complete the honors thesis, it is possible to take Psychology 498 without being part of the Honors program. Please see the Honors Program brochure for additional information. Please note that this option affords the student a writing-intensive (WI) course.

For a more extensive 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: <https://psychweb.wustl.edu/undergraduate>. For additional information, contact the Coordinator of the Honors Program, Professor Mitchell Sommers (Psychology Building, room 417A; 935-6561; [msommers@wustl.edu](mailto:msommers@wustl.edu)).

## **XII. PSYCHOLOGY STUDY ABROAD PROGRAMS:**

**THE UNIVERSITY OF SYDNEY, AUSTRALIA  
GOLDSMITHS, UNIVERSITY OF LONDON, ENGLAND  
DIS – STUDY ABROAD IN SCANDINAVIA, COPENHAGEN, DENMARK  
DIS -- STUDY ABROAD IN SCANDINAVIA, STOCKHOLM, SWEDEN  
PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE (PUC), SANTIAGO**

The Department of Psychology at Washington University, in conjunction with the College of Arts and Sciences, offers Psychological & Brain Sciences majors the opportunity to study in England at Goldsmiths, University of London; in Australia at the University of Sydney; in Denmark through DIS – Study Abroad in Scandinavia; in Sweden through DIS – Study Abroad in Scandinavia; and in Chile at Pontificia Universidad Católica de Chile.

Psychological & Brain Sciences 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 (Psych 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 from the approved psychology study abroad program can be used to satisfy the minimum requirements of the Psychological and Brain Sciences major at Washington University (although all units earned from the program will be transferred).

The psychology study abroad programs may involve a research assistantship in a psychology laboratory under the guidance of a faculty mentor, or a practicum, or a service activity, in addition to psychology course work and non-psychology classes. For example, the DIS -- Denmark program requires both a core and practicum course (either clinical psychology core and its practicum, or positive psychology core and its 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.

**N.B.** Regarding transfer credit from study abroad:

Students on one of our approved study abroad programs in psychology can have up to 6 units of psychology credit from the abroad program transferred for the requirements of the major, and these will not be part of the 6-unit rule. Any other psychology credits from the abroad program in psychology cannot be counted (not even as part of the 6-unit rule). That is, although our abroad programs typically grant 9 units of psychology credit, only 6 of these can be counted for the minimum units in the major and will not be part of our 6-unit rule; any other psychology units are to be transferred as psychology credit but not for the minimum requirements and not as part of the 6-unit rule. In addition, one core area may be satisfied by a study-abroad class, but only with the approval of the study-abroad coordinator and Director of Undergraduate Studies.

If a student goes abroad but not on one of our approved psychology programs, then a maximum of 3 units can be transferred for the major as part of the 6-unit rule, with approval of the study-abroad coordinator and Director of Undergraduate Studies, but these units cannot be used to fulfill any core area.

If the student does go abroad to a university that is one of our approved psychology programs, but the student is not doing our psychology program there, then 3 units can be transferred, the course could be used to satisfy a core area, and the units would be part of the 6-unit rule.

Study Abroad Coordinators: Dr. Leonard Green, room 415B, 935-6534, [lgreen@wustl.edu](mailto:lgreen@wustl.edu); Dr. Joel Myerson, room 415A, 935-9815, [jmyerson@wustl.edu](mailto:jmyerson@wustl.edu); Laura Tiffin, room 208A, 935-7027, [ltiffin@wustl.edu](mailto:ltiffin@wustl.edu)

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: <https://psychweb.wustl.edu/undergraduate>.

You can find additional information about all WU study abroad programs from the Office of Overseas Programs: [overseas.wustl.edu](http://overseas.wustl.edu); 314-935-5958

### **XIII. VOLUNTEER OPPORTUNITIES**

The Psychological & Brain Sciences 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 Gephardt Institute for Civic and Community Engagement website: <https://gephardtinststitute.wustl.edu/programs-services/>

**Bear Cubs** – *Bear Cubs Running Team* is currently in the process of expanding and looking for additional students to coach children on the autism spectrum. The program specifically looks for varsity student-athletes to serve as the children's coaches. Bear Cubs meet once a week for an hour, and there is a training session before the season begins. Additionally, the team is free for all families, and coaches are volunteers. For more information: [www.wustlbearcubs.com](http://www.wustlbearcubs.com)

**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 their website, <http://est.wustl.edu>, for more information on the organization and becoming a member. Email: [estselections@gmail.com](mailto:estselections@gmail.com) with questions.

**Campus Kitchen** – The Campus Kitchen at Washington University in St. Louis is a student group with a mission to fight food insecurity and reduce food waste in our local community. During the school year, with the help of our 30 dedicated shift leaders and undergraduate student volunteers, we recover over 100 pounds of food a week from Operation Food Search, the Saint Louis University chapter of Campus Kitchen (who gets donations from Trader Joe's), and the on-campus dining services, Bon Appetit Management Company. We prepare between 180 and 200 meals for our three different client agencies each week, Our Lady's Inn, Peter and Paul Community Services and the ALBERTI Program at Washington University. To learn more or to join their mailing list, please contact [ckwustl@campuskitchens.org](mailto:ckwustl@campuskitchens.org), or check out their Facebook page: <https://www.facebook.com/ckwustl>

**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: [jdcvolunteers@gmail.com](mailto:jdcvolunteers@gmail.com)

**The NightOff Program** – *The NightOff Program* is a student-run program that provides parents of children with autism a "night off." *NightOff* 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 *NightOff* 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](mailto: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:

[http://main.acsevents.org/site/TR/RelayForLife/RFLCY19NOR?pg=entry&fr\\_id=90920](http://main.acsevents.org/site/TR/RelayForLife/RFLCY19NOR?pg=entry&fr_id=90920)

**S.A.R.A.H.** stands for the *Sexual Assault and Rape Anonymous Helpline*. We are a free helpline offering counseling, resources, and referrals on interpersonal violence, rape, sexual assault, abuse, relationships, and sexual health (available 24/7 with the exception of winter and summer break). 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](tel:3149358080). All callers are directed to a voice mail where they are asked to leave their name and phone number. It is fine to leave a pseudonym. A *SARAH* counselor will be notified and call 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 about the recruitment process, please contact [sarahatwashu@gmail.com](mailto:sarahatwashu@gmail.com) or visit our website at [sarah.wustl.edu](http://sarah.wustl.edu).

**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](mailto:washureflections@yahoo.com).

**YMCA** – *The Campus Y* (<https://gephardtinstitute.wustl.edu/items/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](mailto: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 or Brittany Woods Middle School in University City.

**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.

**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.

**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.

#### **XIV. 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 typically 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://psychweb.wustl.edu/psi-chi>), 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. Many of the members have gone on to distinguished careers. For example, a Psi Chi member who installed a chapter over 35 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 2018-2019 are:

**Co-Presidents:** Caroline Francis, [cfrancis@wustl.edu](mailto:cfrancis@wustl.edu), and Becca Marks, [rebeccamarks@wustl.edu](mailto:rebeccamarks@wustl.edu)

**Programming Chair:** TBA

**Public Relations Chair:** TBA

**Secretary:** TBA

## **XV. 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!* (American Psychological Association). 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, published by 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.

For those students considering graduate study in clinical or counseling psychology and related fields, the book *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Guilford Publications) also would be useful.

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* ([http://college.artsci.wustl.edu/junior\\_jumpstart](http://college.artsci.wustl.edu/junior_jumpstart)), to help juniors make post-graduation plans. For more information, contact Wilmetta Toliver-Diallo at [juniorjumpstart@wustl.edu](mailto: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 Shelley Kohlman (Psychology Building, room 207B) or downloaded from the department's undergraduate website.

## **XVI. DEPARTMENTAL UNDERGRADUATE AWARDS AND PRIZES**

### **John A. Stern Undergraduate Research Fund**

Undergraduate involvement in research is of obvious importance in fulfilling the mission of the Department of Psychological & Brain Sciences 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, friends, 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 Shelley Kohlman, Psychology 207B, or [skohlman@wustl.edu](mailto:skohlman@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. The Hyman Meltzer Memorial Award recognizes a Psychology major's overall academic record and significant contributions to serving others.

## XVII. PSYCHOLOGICAL & BRAIN SCIENCES DEPARTMENT FACULTY

**Richard A. Abrams** (Psychology, room 323B; 935-6538; [rabrams@wustl.edu](mailto:rabrams@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](mailto: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](mailto:dbarch@wustl.edu))  
Professor and Chair (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](mailto:jbaugh@wustl.edu))  
Professor (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.

**Ryan Bogdan** (Psychology, room 453B; 935-7957; [rbogdan@wustl.edu](mailto: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.

**Pascal Boyer** (Psychology, room 453D; [pboyer@wustl.edu](mailto:pboyer@wustl.edu)) Professor (Ph.D. University of Paris), conducts research on human evolved cognitive capacities and their influence on human cultures, especially in the domains of cooperation, memory, and religious representations.

**Todd S. Braver** (Psychology, room 341B; 935-5143; [tbraver@wustl.edu](mailto: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)) Associate 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)) 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)) 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; [tenglish@wustl.edu](mailto:tenglish@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)) 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), 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.

**Patrick L. Hill** (Psychology, Room 416B; [Patrick.hill@wustl.edu](mailto:Patrick.hill@wustl.edu))

Assistant professor (Ph. D. University of Notre Dame), has interests in understanding healthy development across the lifespan, and the role of dispositional traits on promoting health.

**Josh Jackson** (Psychology, room 315B; [j.jackson@wustl.edu](mailto:j.jackson@wustl.edu))

Associate 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.

**Calvin K. Lai** (Psychology, Room 425B; [calvinlai@wustl.edu](mailto:calvinlai@wustl.edu))

Assistant Professor (Ph. D., University of Virginia) studies prejudice, stereotyping, and implicit social cognition. His research focuses on implicit biases, which are thoughts outside of conscious awareness or control that influence how we evaluate others.

**Alan J. Lambert** (Psychology, room 319B; 935-7176; [alambert@wustl.edu](mailto: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](mailto:rlarsen@wustl.edu))

Professor (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](mailto:markson@wustl.edu))

Associate Professor and Director of Graduate Studies (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](mailto: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](mailto: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.

**Joel Myerson** (Psychology, room 415A; 935-9815; [jmyerson@wustl.edu](mailto: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 353B; 935-6595; [toltmann@wustl.edu](mailto:toltmann@wustl.edu)) Professor (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](mailto:sep@wustl.edu)) Professor (Ph.D. California Institute of Technology), has interests in functional imaging and cognitive neuroscience of language, memory, and attention.

**Thomas Rodebaugh** (Psychology, room 219; 935-8631; [rodebaugh@wustl.edu](mailto:rodebaugh@wustl.edu)) Associate Professor and Director of Clinical Training (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](mailto:roediger@wustl.edu)) Professor (Ph.D. Yale University), has primary research interests in cognitive psychology, particularly in the areas of learning and memory.

**Mitchell Sommers** (Psychology, room 417A; 935-6561; [msommers@wustl.edu](mailto: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](mailto: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](mailto: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](mailto:rtreiman@wustl.edu)) Professor (Ph.D. University of Pennsylvania), 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.

**Kristin J. Van Engen** (Psychology, room 421A; phone TBD; [kvanengen@wustl.edu](mailto:kvanengen@wustl.edu))  
Assistant Professor (Ph.D. Northwestern University), studies human speech perception and processing, with a focus on the sensory and cognitive mechanisms that support successful communication in challenging listening conditions.

**Desirée White** (Psychology, room 321A; 935-6511; [dawhite@wustl.edu](mailto:dawhite@wustl.edu))  
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](mailto:wilfleyd@wustl.edu)) Professor (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.

**Clara Wilkins** (Psychology, room 416D; 935-8111; [clara.wilkins@wustl.edu](mailto:clara.wilkins@wustl.edu))  
Assistant Professor (Ph.D. University of Washington), is a social psychologist broadly interested in intergroup attitudes: prejudice, stereotyping and discrimination.

**Jeff Zacks** (Psychology, room 419B; 935-8454; [jzacks@wustl.edu](mailto:jzacks@wustl.edu))  
Professor and Associate Chair (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.

## **XVIII. ADJUNCT AND RELATED FACULTY, AND LECTURERS**

**Arpana Agrawal** (Psychiatry, 286-1778; Psychology, room 418; [arpana@wustl.edu](mailto:arpana@wustl.edu))  
Associate Professor (Ph.D. Virginia Commonwealth University), has primary research interests in large scale epidemiological, genomic and gene-environment interplay studies of addiction-related phenotypes.

**Amy Bertelson** (935-4342; [abertels@wustl.edu](mailto:abertels@wustl.edu)) Staff Psychologist, Neurology (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.

**Timothy J. Bono** (Psychology, room 315A; 935-3531; [tjbono@wustl.edu](mailto:tjbono@wustl.edu))  
Lecturer (Ph.D. Washington University), has primary research interests in positive psychology and college student development.

**Robert M. Carney** (Psychiatry, 4320 Forest Park Ave Suite 301; 286-1300; [carneyr@wustl.edu](mailto: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.

**Emily R. Cohen-Shikora** (Psychology, Room 419A; 935-7650, [ecohensh@wustl.edu](mailto:ecohensh@wustl.edu))  
Lecturer (Ph.D. Washington University), has interests in cognitive, aging, and educational psychology and teaches statistics and methods courses.

**Kenneth E. Freedland** (Behavioral Medicine Center, Cortex Building, 4320 Forest Park Ave., Suite 301; phone 286-1300; [freedlak@wustl.edu](mailto: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](mailto: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.

**Brett Hyde** (Wilson Hall, room 114; [bhyde@wustl.edu](mailto:bhyde@wustl.edu))  
Assistant Professor of Philosophy and Director of Linguistics Program (Ph.D. Rutgers University), has interests in stress and accent patterns of natural language.

**Erin Lawton** (Psychological Service Center, room 107; 935-4642; [emlawton@wustl.edu](mailto:emlawton@wustl.edu)) Director of the Psychological Service Center and Instructor (Ph.D. Washington University), has clinical interests in cognitive-behavioral therapy and other empirically-supported treatments for mood and anxiety disorders.

**Patrick J. Lustman** (Psychiatry, 4940 Children's Place; 362-2428; [lustmanp@wustl.edu](mailto: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 F. Nestojko** (Psychology, room 235A; 935-8839; [nestojko@wustl.edu](mailto:nestojko@wustl.edu)) Lecturer (Ph.D. University of California, Los Angeles), has research interests in cognitive psychology, particularly in learning and memory.

**Jonathan Peelle** (Otolaryngology, 660 South Euclid Avenue; 314-362-1929; [jpeelle@wustl.edu](mailto:jpeelle@wustl.edu)) Assistant Professor (Ph.D. Brandeis University) investigates the neuroscience of speech comprehension, aging, and hearing impairment using a combination of behavioral and brain imaging methods. More information on his research can be found on his lab webpage at [peellelab.org](http://peellelab.org).

**Heather Rice** (Psychology, room 416C, 935-6514; [hrice@wustl.edu](mailto: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.

**Eugene H. Rubin** (Psychiatry, Suite 4409 Renard Hospital Building-medical school; 314-362-2467; [rubing@wustl.edu](mailto:rubing@wustl.edu)) Professor of Psychiatry (M.D., Ph.D. Washington University), has interests in psychiatric education, Alzheimer and related dementias, and depression in persons with cardiac disease.

**Robinson Welch** (Psychiatry, 4905 Children's Place; 314-286-0076; [welchr@psychiatry.wustl.edu](mailto:welchr@psychiatry.wustl.edu)) Assistant Professor of Psychiatry (PhD, GCP, University of Missouri-Columbia), focusses his clinical and research work on identifying and implementing effective treatments for eating disorders and obesity.

## XIX. PROFESSORS EMERITI

**Stanley Finger** (Psychology, room 339A; 935-6513; [sfinger@wustl.edu](mailto:sfinger@wustl.edu)) (Ph.D. Indiana University) researches the history of the neurosciences. He has recently written books on electric fishes, the animal spirit doctrine, and how the fine arts, literature, and music can provide windows for exploring the neurosciences in times past. He currently is working on a scientific biography of Franz Joseph Gall, whose revolutionary ideas about minds, brains, and skulls changed the scientific landscape of the 1800s, as well as various articles dealing with neuroscience history.

**Larry Jacoby** (Psychology, room 425B; 935-6795; [ljacoby@wustl.edu](mailto:ljacoby@wustl.edu)) (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.

**Brett Kessler** (Ph.D. Stanford University) studies psycholinguistics of reading and spelling. He is particularly interested in computational and statistical approaches to language, especially in the fields of phonology, historical linguistics, and the lexicon. His research also has explored how to statistically test the historical connections between languages.

**Michael Merbaum** (Psychology, room 408D; 935-6584; [mmerbaum@wustl.edu](mailto:mmerbaum@wustl.edu)) (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.

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

**Martha Storandt** ([mstorand@wustl.edu](mailto: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.

## **XX. PSYCHOLOGY DEPARTMENT CONTACTS**

**Professor Deanna Barch**, Department Chair  
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**Professor Leonard Green**, Director of Undergraduate Studies; Practicum Coordinator  
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**Professor Lori Markson**, Director of Graduate Studies  
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**Professor Thomas Rodebaugh**, Director of Clinical Training  
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**Professor Mitch Sommers**, Honors Program Coordinator  
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**Professor Jeff Zacks**, Associate Chair  
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**Shelley Kohlman**, Undergraduate Coordinator  
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## **XXI. APPENDIX: PREVIOUS MAJOR REQUIREMENTS**

### **REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGICAL & BRAIN SCIENCES FOR STUDENTS WHO MATRICULATED PRIOR TO SUMMER 2016**

Here are the requirements for the major that remain in effect for those students who first entered (i.e. matriculated) before summer, 2016.

The new requirements for the major (which are given in Section II, p. 4) go into effect for those students who matriculated to the University as of summer, 2016, or later.

The **OLD** requirements (for current students, i.e., those who matriculated before summer, 2016):

The minimum number of units required for the major is 28.

Specifically, the requirements for the major are:

1. Completion of Psychology 100B --- Introduction to Psychology<sup>‡</sup>, and
2. A minimum of 25 additional units in psychology (that is, 25 units in addition to Psych 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<sup>\*\*</sup>; 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 (Psych 315)  
Developmental Psychology (Psych 321)  
Psychology of Adolescence (Psych 325)  
Psychology of Aging (Psych 326)  
Social Gerontology (Psych 427)

#### Personality/Abnormal:

Psychology of Personality (Psych 353)  
Abnormal Psychology (Psych 354)

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<sup>‡</sup> 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.

<sup>\*\*</sup> 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.

Introduction to Clinical Psychology (Psych 357)  
Psychotherapy: Intro to Practice and Research (Psych 3501)  
Understanding Emotions (Psych 3645)

Behavior, Brain, & Cognition:

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

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., Psych 225, 235, 333, 444/500, 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 (prior to summer 2016) are required to complete no fewer than 15 advanced units of P&BS 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 Shelley Kohlman, room 207B of the Psychology Building, telephone 935-5169; [skohlman@wustl.edu](mailto:skohlman@wustl.edu), to identify actual requirements based on their transcripts.

**NOTES:**