

Department of Psychology
Undergraduate Program
Handbook
SPRING 2011 EDITION

Cleveland State University
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Dear Psychology Student,

Welcome to the Psychology Department at Cleveland State University! On behalf of the entire faculty, thank you for joining us. We hope that you find your studies in psychology productive and fun. If we can help you out along the way, please let us know.

As you progress through your education with us, we're sure that you'll have some questions about majoring or minoring in Psychology. We have created this *Handbook* to help answer some of the most common questions. Feel free to read the entire book, or instead just jump to the question that interests you the most. Of course, no book can provide all of the information that you might need. If you still have questions after reading it, please know that you're always welcome to call, email, or stop by the Psychology Office.

Please note:

- Revisions to this *Handbook* will be published in paper annually (typically at the start of the Fall semester), but electronic revisions may be available more frequently on our website. As you work toward completing your degree, make sure you're using the latest version, as the information contained in this *Handbook* may change.
- The information contained in this handbook is intended for students who are already enrolled as Psychology majors as of Spring 2011. The Psychology Department requirements may change for students who declare a Psychology major after this Spring. Talk to an advisor so that you know whether you're using the correct version.
- While it is intended to help you understand your degree requirements, the information contained in this *Handbook* is unofficial and may be inaccurate. You should be familiar with the official requirements as found in the *Undergraduate Catalog* at <http://www.csuohio.edu/undergradcatalog/>. If there is a discrepancy between this *Handbook* and the *Undergraduate Catalog*, follow the *Catalog*.

Thanks again, and we'll see you in class!

Sincerely,

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The Undergraduate Program Committee:

Dr. Michael Horvath, UPC Chair & Coordinator of the Undergraduate Program

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1 How do I join the Psychology Department?

1.1 How do I become a Psychology Major?

To declare a psychology major, you should contact an advisor in the COSHP Advising Office. They're located in MC 218B, and their telephone number is (216)687-9321. To make an appointment, you can either call them or you can visit their website at

<http://www.csuohio.edu/sciences/dept/advising/advisingstaff.html> (there's an orange link on the right side of the page for scheduling appointments).

1.2 How do I become a Psychology Minor?

To declare a psychology minor, you should contact an advisor in the COSHP Advising Office. They're located in MC 218B, and their telephone number is (216)687-9321. To make an appointment, you can either call them or you can visit their website at

<http://www.csuohio.edu/sciences/dept/advising/advisingstaff.html> (there's an orange link on the right side of the page for scheduling appointments).

2 What courses do I need to take?

2.1 What are the requirements for a Psychology Major?

Students admitted prior to Fall 2011 need to complete three sets of courses:

REQUIRED COURSES: You need to take all of the following courses:

- PSY 101 (Introduction to Psychology)
- PSY 311 (Behavioral Science Statistics) – note that ANT 305 or a combination of OMS 201 **and** OMS 202 can count instead of PSY 311
- PSY 412 (Psychology Laboratory)
- PSY 499 (Exit Evaluation)

CORE COURSES: In order to make sure that you get exposure to a broad range of psychology courses, we require that you take at least one course from three different core areas in psychology. The three core areas are listed below. Note that you must take at least one course from each core – two courses in one core will NOT make up for not having a course in another core. You may take more than one course within each core – the extra course(s) will count toward the ‘elective’ courses described in the next section.

CORE A

PSY 339 (Social Psychology)

PSY 342 (Psychology of Personality)

PSY 344 (Intellectual and Personality Testing)

PSY 345 (Abnormal Psychology)

CORE B

PSY 368 (Perceptual Processes)

PSY 370 (Psychology of Learning)

PSY 372 (Memory and Cognition)

PSY 451 (Human Performance)

PSY 479 (History of Psychology)

CORE C

PSY 385 (Psychology of Motivation)

PSY 481 (Psychopharmacology)

PSY 482 (Biological Basis of Behavior)

PSY 487 (Brain and Cognition)

ELECTIVE COURSES: You also need to take additional, ‘elective’ Psychology courses beyond those listed above. Any Psychology course counts as an elective – including extra “Core” courses beyond the ones you are required to take. How many do you need? It depends. The bottom line is that you need 36 hours of psychology courses to complete the major. If you take all of your courses at CSU, then you’ll have taken 12 hours of required courses and 12 hours of core courses, leaving 12 more hours of electives. However, if you transfer courses from other universities that don’t give four hours per course, you may need to take more courses to get to 36. Note that no more than 8 hours of PSY 390 and PSY 396 (combined) may count toward the major.

NOTE: You must earn a C or better in all courses for them to count toward the Psychology major!

2.2 What are the requirements for a Psychology Minor?

The requirements for a Psychology Minor are also relatively simple. Students admitted prior to Fall 2011 need to complete three sets of courses:

REQUIRED COURSE: You need to take PSY 101 (Introduction to Psychology):

CORE COURSES: In order to make sure that you get exposure to a broad range of psychology courses, we require that you take at least one course from two different core areas in psychology. There are three different core areas (listed below), but you only need to take a course from two of them. Note that taking two courses in one core will NOT make up for not having a course in a second core. You may take more than one course within each core – the extra course(s) will count toward the ‘elective’ courses described in the next section. Additionally, you may take a course from all three cores, with the extra course(s) counting toward the ‘elective’ courses described in the next section.

CORE A

PSY 339 (Social Psychology)
 PSY 342 (Psychology of Personality)
 PSY 344 (Intellectual and Personality Testing)
 PSY 345 (Abnormal Psychology)

CORE B

PSY 368 (Perceptual Processes)
 PSY 370 (Psychology of Learning)
 PSY 372 (Memory and Cognition)
 PSY 451 (Human Performance)
 PSY 479 (History of Psychology)

CORE C

PSY 385 (Psychology of Motivation)
 PSY 481 (Psychopharmacology)
 PSY 482 (Biological Basis of Behavior)
 PSY 487 (Brain and Cognition)

ELECTIVE COURSES: In addition to the courses listed above, you need to take other psychology courses that interest you (one of which must be at the 300 or 400 level). These can be additional “core” courses beyond the minimum requirement, but they can also be other psychology courses. How many do you need? It depends. The bottom line is that you need to have 19 hours of psychology courses to complete the minor. If you take all of your courses at CSU, then you’ll have taken 4 hours of required courses and 8 hours of core courses, leaving 7 more hours of electives. However, if you transfer courses from other universities that don’t give four hours per course, you may need to take a different number of hours to get to 19.

NOTE: You must earn a C or better in all courses for them to count toward the Psychology minor!

3 I have questions. Whom should I talk to for advising?

There are many different people at CSU and within the Psychology Department who are willing to help you out. However, different people have different areas of expertise. To find out which people could best help you, read through the information in the following section.

3.1 General Education: Whom should I talk to for Gen.Ed. Advising?

For questions about General Education requirements (including, but not limited to, Writing Across the Curriculum), you should contact an advisor in the COSHP Advising Office. They're located in MC 218B, and their telephone number is (216)687-9321. To make an appointment, you can either call them or you can visit their website at <http://www.csuohio.edu/sciences/dept/advising/advisingstaff.html> (there's an orange link on the right side of the page for scheduling appointments).

Psychology Department personnel may or may not be familiar with General Education requirements. Therefore, we strongly recommend that you talk to a COSHP Advisor about General Education requirements and someone in the Psychology Department about Psychology requirements.

3.2 Psychology: I still need some help figuring out which Psychology classes I still need to take. What should I do?

If you're a Lorain County Community College or Lakeland Partnership student, you should email Dr. Horvath to set up an appointment with him. His email address is m.horvath59@csuohio.edu. If you're not, however, please use the following steps:

- The Psychology Department has trained graduate assistants ready to talk to you on a drop-in basis in CB 158. They'll be more than happy to help you determine which courses you still need to take. Check with the Psychology Department office (216-687-2544) to find out their hours.

- You should prepare for this meeting before it happens. First, look at the requirements in Section 2 of this *Handbook*. Then, go to CampusNet to look at either your transcript or your Degree Audit. Try as best as you can to match the courses that you've taken to the Psychology Department Requirements, and make a note of any questions you may have. PRINT OUT a copy of your transcript or Degree Audit to take to the meeting.
 - Note: The graduate assistants are trained professionals, but they are graduate students, and not Department faculty. You are not required to show them your transcript, but they will be more helpful if you are willing to show it to them. If you would prefer not to show your transcript to a graduate assistant, please email Dr. Horvath at m.horvath59@csuohio.edu to set up an advising appointment with him instead.

3.3 Psychology: I'm pretty sure I know what the requirements are, but there are some problems with my transcript sent from another institution. What should I do?

If you've got a question about transfer courses, or about any other issue related to requirements that go beyond basic issues, you should email Dr. Horvath to set up an appointment with him. His email address is m.horvath59@csuohio.edu.

If your question is specifically about a transfer course that doesn't look like it's counting toward the CSU psychology course that it should, the answer is probably because CSU hasn't had anyone transfer that particular course to CSU before. If that's the case, the Psychology Department can evaluate the course to determine whether it's equivalent. To start this process, you'll need to locate a copy of the course's syllabus and bring it to Dr. Horvath when you meet with him.

3.4 Graduate School: I'm interested in going to grad school. Whom should I talk to?

If you'd like to talk to someone about graduate school in Psychology, any professor in the Psychology Department would be happy to talk to you. Simply contact them to set up an appointment or drop in during their advising hours. You can find an Advising Schedule listing each professor's advising hours

outside the Psychology Department office in CB 158 (the schedule also has their office and telephone numbers).

There are several ways to figure out which professor you should talk to.

- First, you can choose a professor whom you already know and with whom you feel comfortable.
- Second, you can choose a professor whose interests match the field of psychology you want to go into. Our Department has five different graduate specializations, each maintained by different faculty. If you go to our website at <http://www.csuohio.edu/sciences/dept/psychology/> you can explore each degree and find the faculty associated with each.
- Finally, you can choose a professor based on convenient times. You can find an Advising Schedule listing each professor's advising hours outside the Psychology Department office in CB 158 (the schedule also has their office and telephone numbers).

In addition to talking to a professor in person, there are other resources that can tell you about graduate school. See Section 6 of this *Handbook*.

4 Are there some questions that students frequently ask?

Yes there are! Below, we answer many of them:

4.1 How do I know what courses to take first?

First, to get a complete list of the requirements for the psychology major, see Section 2 of this *Handbook*.

In terms of which courses to take when, there's really not much of an order. That is, the Psychology major is structured so that there aren't many courses that you *need* to take earlier rather than later. With that said, we've got some general advice:

- If you haven't taken PSY 101 already, start there. PSY 101 is a prerequisite for almost every Psychology course (exceptions: PSY 220, 221, 223, and 255).
- Take PSY 311 as early as you can. An understanding of statistics and basic research design will help you understand when research is discussed in your other courses. PSY 311 is also required for PSY 412, so you'll need to plan ahead. Note that some students feel more comfortable taking some basic mathematics courses prior to PSY 311. If you feel similarly, you should plan to take those mathematics courses early so that you can take PSY 311 as early as you can.
- If you want to participate in the Honors Program in Psychology (see Section 5 of this *Handbook*), you'll want to take PSY 412 at least four semesters before you plan to graduate, because PSY 412 is a prerequisite for Honors classes. This may take some planning, as PSY 311 is a prerequisite for PSY 412.
- What about the other courses? As explained above, the Psychology major is set up to give you a broad overview of many different areas of psychology, in such a way that you can order the courses in any way you choose. We encourage you to explore many different areas of psychology as you go. If you're interested in a particular area of psychology and are

considering making that your career, we encourage you to take a related class as early as possible. If it turns out that it's not what you thought it was, it's better to know early so that you can explore and find an area of psychology that's a better fit for you!

4.2 I tried to enroll in a course but I'm locked out. What can I do?

If you're locked out of a course, it can be for several reasons:

- **Enrollment limit.** We limit the number of students who can take our courses for several reasons, including space, materials, and the workload that some courses place on the instructor. In these cases, you can try to contact the instructors to ask permission to override the enrollment limit. Note that it is within the instructors' rights to decline this request if they so choose. If the instructor does agree to let you in, you will need to download a form from <http://www.csuohio.edu/enrollmentservices/registrar/forms/enrollment.pdf>, fill it out, bring it to the instructor to sign, and return it to Campus 411.
- **Prerequisites.** Most of our courses require that you take PSY 101 first, and some courses require PSY 311 or PSY 412. If you're prevented from taking a course on these grounds, we strongly encourage you to take the prerequisites first, as we've already put thought into them and believe that the prerequisites are necessary. If, however, you believe that you should be an exception to our carefully-thought-out rules, you can ask the instructor for permission to override this requirement. The instructor has the right to refuse this request. However, if the instructor does agree to waive the requirement, you will need to download a form from <http://www.csuohio.edu/enrollmentservices/registrar/forms/enrollment.pdf>, fill it out, bring it to the instructor to sign, and return it to Campus 411.
- **Campus.** The Psychology Department has partnerships with Lakeland and Lorain County Community Colleges. In these partnerships, students at Lakeland and LCCC take CSU courses on those campuses (or online) while working toward their CSU Psychology degree. In order to make sure that they get the classes they need without having to travel to CSU too frequently, we occasionally offer a class just to those students. If you find that you want to enroll in one of these classes, it is unlikely that you will be able to enroll, and it's in your best interest to find another section of the

course or another course entirely. However, there is a slight chance that you could get in. As the start of the semester approaches, we'll take a look at enrollment for the course. If it looks like the course won't fill up with Partnership students, we may open it up to all CSU students. Thus, you may want to keep checking CampusNet to see if you can enroll in these courses.

- **Some classes don't allow registration.** Some courses, such as PSY 390, 396, 414, 495, 497, and 498 are based on the consent of the instructor. In most of these cases, registration happens after the semester starts. In these cases, you should contact your instructor ahead of time, make sure that you both agree that you'll be enrolled in the course, and be patient.

4.3 What are some frequent problems that students encounter and wish they'd have known about earlier?

Given the simplicity and flexibility of the Psychology degree, most students are able to get through their coursework without any problems. However, every now and then an issue pops up. In this section, we describe some problems that students sometimes encounter:

- **Waiting too long to take PSY 311.** Remember that PSY 311 is a prerequisite for PSY 412. You'll want to take PSY 311 at least a semester before the semester you plan to graduate (and ideally, long before that!).
- **Missing a "Core" course.** Remember that you need to have one course in Core A, one in Core B, and (you guessed it) one in Core C. The cores are intended to make sure you get an exposure to a broad range of psychology topics. We do not grant exceptions to this requirement, so make sure you get all of the Cores you need!
- **Missing a "WAC in Major" course.** While this isn't a Psychology requirement *per se*, you are expected to complete a certain number of Writing Across the Curriculum courses for your General Education requirements, and one of these courses needs to be in your major. In Psychology, the approved WAC courses are 412, 414, and 498H. Transfer students need to take particular note of this issue. You may have taken a course at another university that is similar enough to PSY 412 that the

Psychology Department will count it as ‘equivalent’ to PSY 412. However, this applies to the content of the course but NOT the WAC component, because CSU doesn’t accept any WAC transfers. So, if you took a research methods course at another university and we count it as equivalent to PSY 412, you’ll still need to take PSY 414 or PSY 498H in order to fulfill your “WAC in major” requirement. Note that the “WAC in Major” requirement only applies to students who started their relationship with CSU during or after Fall 2008. If you have any question about whether this applies to you, contact an advisor in the COSHP Advising Office.

4.4 Some of these courses seem different from the others. What are they all about?

4.4.1 What is PSY 390?

This course is designed as an introduction to work in the field of psychology for advanced-level students. A field placement should provide you with a unique and rich learning opportunity within a real psychology-related work setting that will prepare you for continued study in psychology and/or professional employment. The primary objectives for this course are to (1) provide an opportunity for students to apply knowledge gained in psychology courses in real-world settings, (2) thoughtfully consider ethical and legal issues relevant to psychology within the field placement experience, (3) develop and refine useful psychology-related skills.

Students will be expected to arrange their own placement experience, with some guidance and assistance from the course instructor as needed. These placements can be customized to meet the individual needs and interests of the individual psychology student. Potentially appropriate placement sites include research, academic, clinical, medical, mental health, social service, educational, human resources, public relations, legal, and business settings. Students will be jointly supervised by placement site staff (who, in most cases, should be Master’s or Ph.D.-level psychologists, psychiatrists, other mental health professionals, researchers, teachers, assessors, managers or administrators) and the course instructor. Placements should be arranged prior to the start of the fall semester.

Registration for this course is different from most of the others. To get involved in PSY 390, you need to approach professors and ask them if they are willing to work with you on a field placement. It doesn't matter whether the professor is listed as an instructor of PSY 390 in CampusNet – we add a course for any instructor whenever it's needed. If the instructor agrees, you'll need to remind the instructor to contact Psychology Department personnel and add PSY 390 to your schedule.

The number of credit hours you'll receive for PSY 390 can vary. It depends on the extent of the project, and it's something that you should discuss with your professor before agreeing to the project.

How do you know which professors to ask? One way would be to find professors whose classes you've found interesting, and with whom you've gotten along well. You can build on that relationship in your independent study. Another way would be to find a professor whose research interests match yours. You can find the research interests of our professors in Appendix A of this *Handbook*. Read through the interests and contact those professors whose interests seem to match your own.

4.4.2 What is PSY 396?

PSY 396 (Independent Study) can refer to a wide variety of projects, but they all involve working with a Psychology professor to learn things you didn't learn in other classes. For instance, one type of Independent Study may involve choosing a particular topic of interest to you, and working with the professor to read books or journal articles to enhance your knowledge of the topic. Another type of project might involve working in a professor's research laboratory, collecting or analyzing data, or writing up reports for publication.

Registration for this course is different from most of the others. To get involved in PSY 396, you need to approach professors and ask them if they are willing to work with you on an independent study. It doesn't matter whether the professor is listed as an instructor of PSY 396 in CampusNet – we add a course for any instructor whenever it's needed. If the instructor agrees, you'll need to pick up a PSY 396 form in the Psychology Department office (CB 158). You and the professor will

complete the form, after which you'll take it to K.C. Colston in CB 155. Ms. Colston will then add a permission to your file that will allow you to go into CampusNet and register for the course.

The number of credit hours you'll receive for PSY 396 can vary. It depends on the extent of the project, and it's something that you should discuss with your professor before agreeing to the project.

How do you know which professors to ask? One way would be to find professors whose classes you've found interesting, and with whom you've gotten along well. You can build on that relationship in your independent study. Another way would be to find a professor whose research interests match yours. You can find the research interests of our professors in Appendix A of this *Handbook*. Read through the interests and contact those professors whose interests seem to match your own.

4.4.3 What is PSY 414?

PSY 414 (Writing in Psychology) is a special kind of course. First, it counts as a Writing Across the Curriculum course. Additionally, it's special because it must be taken at the same time as another content-related 300 or 400-level Psychology course. (Content-related courses are courses that are focused on a particular psychology topic. They don't include courses such as PSY 311, 396, 411, or 412).

This course is intended to be a way for you to pull together some of the things you've learned in several of your other Psychology courses. In this course, you'll apply your skills in literature reviews, integrating content across courses, and many others. One of the major assignments in this class is a review paper where you discuss and evaluate the literature in a particular topic. You work in conjunction with both the PSY 414 instructor as well as the instructor of the other course to define the scope of the paper. Throughout the semester, you'll work on multiple drafts of the paper, receiving feedback and advice.

Registration for this course is also different from most courses. You need the permission of the 'other' course instructor before you can register for PSY 414. Therefore, registration for PSY 414 doesn't open up until the semester actually starts, to give you time to talk with your

instructor. Once the instructor of this course agrees to work with you on a PSY 414 project, he or she will give you a form to fill out and turn in to the Department office in CB 158. There, someone will give you a new form that you'll need to fill out and turn in to Campus 411.

4.4.4 What is PSY 499?

PSY 499 (Exit Evaluation) is a multiple-choice test of your knowledge of all aspects of Psychology. However, it differs from a traditional test in that it's not used to evaluate you -- it evaluates the Psychology Department instead. That is, after you take the test you won't get a score (unless you ask for it). Furthermore, your performance on the test will not affect your grade – you pass PSY 499 merely by taking the test. Instead, the Psychology Department looks at your scores, as well as the scores of other students graduating with you, so that we can track our own performance from semester to semester. For instance, if we see that student scores are improving in a particular area, we know that we're increasing the quality of our education in the related class. You will also be asked to complete a survey that is used to help us improve our program for undergraduate students. You should register for PSY 499 in your last semester. Then, visit the Blackboard website for the course to learn when you can come to CB 158 to complete the survey and exam (Lakeland and LCCC partnership students have the option of taking the exam on their campuses).

4.5 I'm a transfer student. What's special about me?

Students who transfer from other universities may find that their situation is a little different from other students'. Below, we've documented a few things that might help out with these differences:

- When you look at your transcript or Degree Audit on CampusNet, you might find that some psychology courses don't seem to be counted as equivalent to the CSU psychology courses you think they should be. As explained in Section 3.3 of this *Handbook*, this may be because we have not yet evaluated it. If you find this to be the case, follow the procedures outlined in Section 3.3.

- If you want to talk to someone in the Psychology Department for advising, you should talk to Dr. Horvath. Email him at m.horvath59@csuohio.edu to set up an appointment.
- CSU has rules related to ‘residency,’ which refers to how many hours you need to take at CSU. You need to take at least 16 hours of Psychology courses at CSU. Therefore, even if you’ve met all of the Core and Elective requirements, you may find that you need another course or two.
- In addition to Psychology residency requirements, there are overall University residency requirements. Furthermore, there are other rules that change depending on how many hours you’ve transferred (such as how many WAC courses you need to take). To find out about these, you should speak to an advisor in the COSHP Advising Office. They’re located in MC 218B, and their telephone number is (216)687-9321. To make an appointment, you can either call them or you can visit their website at <http://www.csuohio.edu/sciences/dept/advising/advisingstaff.html> (there’s an orange link on the right side of the page for scheduling appointments).

4.6 I’m a Partnership student. What’s special about me?

Students who are part of our LCCC or Lakeland partnerships may find that their situation is a little different from other students’. Below, we’ve documented a few things that might help out with these differences:

- When you look at your transcript or Degree Audit on CampusNet, you might find that some psychology courses don’t seem to be counted as equivalent to the CSU psychology courses you think they should be. As explained in Section 3.3 of this *Handbook*, this may be because we have not yet evaluated it. If you find this to be the case, follow the procedures outlined in Section 3.3.
- If you want to talk to someone in the Psychology Department for advising, you should talk to Dr. Horvath. Email him at m.horvath59@csuohio.edu to set up an appointment.
- CSU has rules related to ‘residency,’ which refers to how many hours you need to take at CSU. You need to take at least 16 hours of Psychology courses at CSU. Therefore, even if you’ve met all of the Core and Elective requirements, you may find that you need another course or two.

- If you took PSY 272 (Research Methods) at LCCC, you may need to complete PSY 414 at CSU in order to fulfill your “WAC in Major” requirement. See Section 4.3 of this *Handbook*. Note that the “WAC in Major” requirement only applies to students who started their relationship with CSU during or after Fall 2008. If you have any question about whether this applies to you, contact an advisor in the COSHP Advising Office.
- In addition to Psychology residency requirements, there are overall University residency requirements. Furthermore, there are other rules that change depending on how many hours you’ve transferred (such as how many WAC courses you need to take). To find out about these, you should speak to an advisor in the COSHP Advising Office. They’re located in MC 218B, and their telephone number is (216)687-9321. To make an appointment, you can either call them or you can visit their website at <http://www.csuohio.edu/sciences/dept/advising/advisingstaff.html> (there’s an orange link on the right side of the page for scheduling appointments).

5 What can you tell me about the Psychology Honors Program and Honors Societies?

5.1 What is the Psychology Honors Program?

The Psychology Honors Program is particularly appropriate for psychology majors with strong academic records who want additional exposure to the research process. Graduation with Honors in Psychology reflects a student's independence, commitment to the field, and expertise in a specialized area. Completion of the program may be advantageous to students applying to graduate or professional programs. In past years, honors students have presented their research at regional and national research conferences.

Participants in the program register for Psychology 495H: Honors Seminar in the Spring semester, during which they develop proposals for the research that they conduct under faculty supervision during the following academic year—generally during one semester of Psychology 497H: Honors Project and one semester of Psychology 498H: Honors Project and Defense.

As an additional benefit, note that the last class (PSY 498H) counts as a Writing Across the Curriculum course.

5.2 How do I become a Psychology Honors Student?

First, make sure you meet the prerequisites. A minimum GPA of 3.3 is required for admission. Prerequisite courses include PSY 311 and PSY 412, but in special cases, PSY 412 may be taken concurrently with PSY 495H.

If you qualify for this Program and it matches your interests, you will need to print out the application from the psychology department's website, fill it out, and turn it in before the deadline (which is toward the end of the Fall semester). You will find out about your application before the end of Finals Week.

For more information, contact Dr. Doane at l.doane@csuohio.edu

5.3 What is Psi Chi?

Psi Chi is a national honors society for psychology students. At CSU, it's a student-run organization that organizes many different kinds of psychology-related activities during the year. For more information, see their website at <http://www.csuohio.edu/sciences/studorgs/psichi/> or stop by their office in CB 179.

If you're interested in joining Psi Chi, you need to fill out an application (found outside their office in CB 179). Eligible students must be at least a second-semester sophomore, and must have completed a semester of classes at CSU. You must be an official psychology major or minor. You must have completed at least 9 hours of psychology courses. Finally, you must have a GPA in the top 35% of your class or have at least a 3.0 GPA (whichever is *higher*).

6 I think I want to go to graduate school. How does that work?

It's great that you're thinking about graduate school in psychology. While an undergraduate psychology degree can prepare you to work in a number of occupations, the actual 'practice' of psychology usually requires at least a master's degree. Thus, most psychology majors consider going to graduate school as a way to continue in a field that interests them.

Below, we outline much of the information that you'll need to start making decisions about graduate school. However, you will have more questions than can be answered here, and we strongly recommend that you work with a psychology professor as you start this process. To connect yourself with an appropriate faculty member, see section 3.4 of this *Handbook*.

6.1 What's graduate school like? Is it for me?

That's a hard question to answer, because there are many different types of graduate schools. For instance, some schools emphasize research, whereas others emphasize the practice of psychology.

In general, graduate school will probably seem like a combination of school and a job. That is, you'll still be taking classes, but you'll start to cross the line from student to professional. Your classes will have more relevance to your chosen area of specialty, and class projects will increasingly resemble what you'll do after you graduate. Furthermore, your education will not be confined to just the classes you're taking. In most programs, you'll be expected to be engaged in research or other professional activity outside the classroom – even if it doesn't 'count' for any type of credit.

To find out if graduate school is going to be a good fit for you (and whether particular graduate schools are good fits), we strongly recommend that you work with a psychology professor. To connect yourself with an appropriate faculty member, see section 3.4 of this *Handbook*.

6.2 What are graduate schools looking for?

As discussed above, the wide variety of graduate schools makes it hard to say exactly what each school is looking for. You should definitely do your own research before applying to a particular school. We also strongly encourage you to work with a psychology professor. To connect yourself with an appropriate faculty member, see Section 3.4 of this *Handbook*.

In general, however, most graduate schools are looking for several factors. They include:

- **Ability:** Graduate schools want to make sure that you can handle the coursework before you start. Therefore, they'll be looking for some indication of your academic aptitude. They can get this information from three primary sources:
 - **Graduate Record Examination (GRE) scores.** Aptitude tests such as the GRE have been demonstrated to predict success in graduate school. Most graduate schools rely heavily on GRE scores and will use minimum GRE scores as one of their first steps in screening out applicants. Additionally, different programs will emphasize different parts of the GRE, so it's important to do well on all areas of the GRE.
 - **Grade Point Average (GPA).** Graduate programs look at how you performed in your undergraduate career as a way to predict how you'll do in graduate school. Some programs even look at particular classes such as PSY 311.
 - **Letters of Recommendation.** Applicants frequently ask former instructors to discuss how they did in their courses. A strong letter from former instructors may be able to explain a low GPA or GRE score, but this does not always work.
- **Motivation:** Graduate schools want to know that you're truly committed to graduate school. They'll be looking for evidence that you've been involved in psychology, and in particular in the area of psychology to which you're applying. Such evidence can include the specific courses you've taken, as well as any extracurricular work that you've done (for instance, through independent study or through conducting research with a professor).

- **Fit:** Graduate schools want to know that you're a good fit. Some aspects of fit (such as ability) are discussed above. However, there are some additional aspects of fit that graduate schools will consider:
 - **Fit with graduate school.** Graduate schools want to know that you'll be happy and productive doing the things that graduate students do. Thus, they'll be looking for evidence that you enjoy taking classes, participating in discussions, and also (for many programs) doing research and analyzing data using statistical methods. One good way to demonstrate this kind of fit is by highlighting the research experience you got while an undergrad. It doesn't have to be specific to the particular area you're applying to. For instance, a graduate school in Industrial-Organizational (I-O) psychology might look favorably upon applicants who have enjoyed conducting research in Clinical psychology as an undergraduate, but who have decided that I-O is what they'd prefer to study.
 - **Fit with the particular area of psychology.** Graduate schools want to know that you've given particular thought to the type of psychology that you want to study. They'll be expecting you to describe why the topic is a good fit for you, as well as evidence that you've demonstrated this interest as an undergraduate (again, through things like independent study or through conducting research with a professor).
 - **Fit with that particular graduate school.** Graduate schools want to know that you've done your homework. If you're truly interested in a particular program, you'll be able to say why. Each program will be looking for evidence that you have thought about your fit with that program, and could see yourself working with particular professors on the topics that they're interested in pursuing.

6.3 What's the timeline for applying to graduate school?

There's no set timeline for applying to graduate schools. Starting early is recommended because it gives you time to explore options and to prepare the best application. However, as most graduate schools have roughly the same

timeline (including the fact that most of them start in the fall and do not admit students in the middle of the year), we can offer a basic timeline below. In the timeline, note that “senior year” refers to the last year that you’ll be an undergraduate, even if you’ll technically spend more than one year as a senior. Likewise, “junior year” refers to your second-to-last year as an undergraduate.

We’re basing the timeline off the assumption that most graduate programs have deadlines in early January. Your graduate programs’ deadlines may be before or after that, so you may need to adjust your own timeline accordingly.

- Your junior year, or even before: Prepare for graduate school. Several activities can benefit you during this time:
 - Succeeding in your classes.
 - Developing relationships with several individuals (usually professors) who will eventually be able to write strong letters of recommendation on your behalf. While merely participating in class may be useful along these lines, stronger graduate school applicants typically go beyond this – usually through participation in the professors’ research programs. You may want to get involved in faculty research (see Section 4.4.2 of this *Handbook*).
 - Deciding on a field of graduate study. In graduate school, you’ll specialize in a particular area of psychology. This is your time to explore the different areas of psychology and decide on the one that’s the best match for your skills and interests. Consider exploring a broad range of undergraduate psychology courses to make sure you’re making the right choice.
- The summer before your senior year:
 - Decide on the schools you want to apply to. See Section 6.4 of this *Handbook* for some guidance.
 - Contact professors and other individuals who might write you strong letters of recommendation. Most graduate programs require two or three letters of recommendation. See Section 6.5 of this *Handbook* for some guidance.

- Take the GRE. You will get your scores on most parts of the GRE quickly. However, the writing portion can take up to six weeks to grade. You'll want to take the test in enough time to get your scores to the graduate programs by their deadlines. Additionally, if you're not satisfied with your first scores, you may want to allocate time to retake the GRE if you need to.
- September through November of your senior year: Work on your graduate applications. You've already chosen the schools you want to apply to and you've got letters of recommendation lined up. Now, it's time to finalize your application. This takes on several forms:
 - Throughout the semester, you should write multiple drafts of your personal statement and get feedback from many individuals regarding how to improve it.
 - At least one month in advance of your first deadline, you should submit a packet to the individuals who are writing your letters of recommendation. See Section 6.5 of this *Handbook* for information regarding the contents of this packet.
- December of your senior year: Submit your applications to the graduate schools to which you applied.
- Spring of your senior year: Wait to hear back from the graduate schools to which you applied.

6.4 How do I find out about the graduate schools in my chosen field? How do I know which program is right for me?

Once you've decided on a field of study within psychology, you will need to find specific graduate programs to apply to. We strongly encourage you to develop a relationship with a CSU Psychology professor (particularly one in the same specialty) who can provide you with advice. To connect yourself with an appropriate faculty member, see Section 3.4 of this *Handbook*. In addition, your research might include the following:

- Books or websites listing graduate programs by specialty. Many such lists exist – some of which can be found on the CSU Psychology Department’s website.
- Program rankings. Many specialties in psychology are ranked by outlets such as *US News and World Report*, as well as other journals specific to the specialty. These rankings can tell you something about the quality of the program. However, not all ranking systems are the same, and it’s important that you understand the difference. Bulger, Horvath, and Zickar (2006) wrote a description of the ranking systems in Industrial-Organizational Psychology, but the critiques can be applied to several other types of rankings. You can find the article at http://www.siop.org/gtp/io_schoolrank_guide.aspx
- Research on the specific programs. You should visit the websites of the programs in question and see how they describe themselves. In order to determine the fit of your interests with their research, you might also want to do PsycINFO searches on their faculty to see what they’ve been publishing (be sure to look for recent publications as faculty interests change over time). If you’re not familiar with PsycINFO, ask a professor or the Library for help.

Which program is right for you? Because there are many different types of people, and many different types of graduate programs, it’s hard to give a specific list of things to look for. However, the end of Bulger et al.’s (2006) article lists some factors that you might want to consider in addition to the ranking of the graduate program.

6.5 How do I get letters of recommendation?

What’s the proper etiquette for interacting with letter-writers?

As explained in Section 6.2 of this *Handbook*, graduate schools are looking for evidence that you are a good fit for their program. Letters of recommendation from reputable individuals (such as professors and internship / work supervisors) are one source of information that these schools will use. Therefore, it’s important that you select your letter-writers carefully. You’ll want to find letter-writers who can provide strong evidence for your fit with a graduate school career.

To figure out who might make a good letter writer, reread Section 6.2 and then think back over the course of your undergraduate career. Think first about professors whose research you have helped with, as they can provide good, detailed information on several of the characteristics outlined in Section 6.2. Additionally, think about professors who know you well, and in whose classes you've performed well – particularly if the assignments in their courses could provide solid evidence for your graduate school potential.

Once you've created a list of such individuals, it's time to ask them for help. Phone or email requests are appropriate, but it might also be useful to stop by during their office hours to ask for their help. If you haven't talked to the professor in a while, you should be prepared to list specifically which classes (and semesters) the professor has had you in class. Additionally, note that when you ask for professors to write you a letter of recommendation it's important that you ask whether they can write a 'positive' letter of recommendation. You don't necessarily want a letter from someone who was not impressed by your performance!

Once the professor has agreed to write a letter, it's a good idea to ask what kinds of information the professor would like to see before writing. Usually, this would include a list of courses you've taken from the professor, but might also include your personal statement or a resume describing your other activities. Make sure that you provide this information in your packet.

Once you've secured your letter-writers, you'll want to provide them with a well-organized packet so that their letter-writing is as easy as possible. You should do this at least one month in advance of the deadline, to give your writers enough time to collect their thoughts and write you a good letter. The packet should include:

- An overall list of which graduate programs you're applying to and what their deadlines are.
- Your personal statement (or at least the most recent draft). See Section 6.6 of this *Handbook* for more information.
- An organized set of the application materials. These could take one of several forms:

- Some graduate programs require the recommender to submit a special form along with their letter, and require the recommender to send the letter directly to the program. For these, you should include this form (already filled out with as much information as you can on your own), as well as a stamped envelope addressed to the program.
- Some graduate programs require the recommender to submit a special form along with their letter, and require the recommender to give you the information in a sealed envelope so that you can send all the letters at the same time as your application. For these, you should provide envelopes for your recommender. It's a good idea for you to write your name and the name of the recommender in pencil on these envelopes. That way you can keep track of which ones go where. Erase the pencil marks before sending them to the graduate programs!
- Some graduate programs merely ask the recommender to write a letter and don't include a special form. Some programs ask these to be sent directly to them (as in the first bullet above), but some ask you to collect them and send them all at once (as in the second bullet). For these, you should follow the instructions mentioned above (without including a special form, of course)
- Some graduate programs receive letters of recommendation through an online system. For these programs, the packet you send to the recommenders should mention that they'll be receiving an email from the program

6.6 What should go into a personal statement?

Section 6.2 of this *Handbook* describes the characteristics that graduate schools are seeking in a good applicant. Your personal statement, then, should demonstrate those characteristics. You should highlight your ability, motivation, fit with a graduate school lifestyle and fit with the graduate programs to which you have applied.

Try to back up your statements with specific evidence if at all possible. For instance, every graduate student applicant can say “I’m very interested in Clinical Psychology” to demonstrate fit with the profession. However, the best personal statements can back up that statement with specific behaviors and activities. In other words, don’t just say that you’re interested, but write about how that interest has manifested itself through volunteering to assist with Clinical research, or through other independent studies or readings in Clinical Psychology. Likewise, demonstrate your fit with a graduate school career by discussing the graduate-school-like activities (such as research) you’ve engaged in, and describe your positive reaction to those experiences.

As you work on drafts of your personal statement, it’s important that you get feedback from many individuals. This is one of the most important documents you’ll write, so make sure that you get the most constructive criticism you can find. Expect to write many drafts until you create one that best captures your ability, motivation, and fit.

6.7 Does CSU have graduate programs in psychology? What are they?

The CSU Psychology department offers a MA degree with five different specializations (described below), a Specialist degree (Psy. S.), which is the second, post-MA phase of the School Psychology specialization, and a PhD program in Adult Development and Aging. Each one is briefly described below:

Master of Arts Program

Clinical Psychology

The Clinical specialization offers two tracks of study to accommodate the interests of students: (a) Doctoral preparation track and (b) Practitioner track. Each track requires the student to complete a 52 credit hour program of coursework and clinical field experiences. The coursework in the first year is the same for students in both tracks. In the second year, students in the doctoral preparation track complete a research or data-based thesis, and students in the practitioner track take elective courses that are suitable for their post-MA goals. The program requires full-time study for

two academic years; no courses are offered during the summer, though students in the doctoral preparation track frequently work on their theses during the summer between the first and second years. For more information visit their website at

<http://www.csuohio.edu/sciences/dept/psychology/graduate/clinical/index.html>

School Psychology

The school psychology program at Cleveland State University promotes the welfare of children and their families by preparing school psychologists who possess knowledge, skills, and values supporting their role as problem-solvers in schools and other educational settings. As an urban university, CSU is committed to meeting the needs of an increasingly diverse population – both the students enrolled in the university educational programs and the clients whose needs will be served by our graduates.

The program faculty views School Psychology as a discipline within the field of Psychology. Faculty subscribe to an eco-behavioral model of service delivery, which is reflected in the program curriculum and in scholarly research activities. This model emphasizes the direct assessment of children's behavior, including environmental factors, for purposes of developing, implementing, and evaluating the impact of appropriate academic and behavioral interventions. The CSU School Psychology Program is approved by the National Association of School Psychologists.

Students are required to complete the Master of Arts degree program in Psychology (School Psychology specialization) as a pre-requisite for admission to the Psy.S. degree program, which comprises an additional year of study beyond the M.A. The curriculum of both the M.A. and Psy.S. degree programs offers a range of didactic and practicum experiences, with frequent student engagement in K-12 schools in the Cleveland metropolitan area. The School Psychology Program curriculum includes a total of 54 semester credit hours of

coursework for the Master of Arts degree, and 30 semester credit hours for the post-Master's Psychology Specialist (Psy.S.) degree. For more information visit their website at <http://www.csuohio.edu/sciences/dept/psychology/graduate/school/index.html>.

Diversity Management

Designed for mid-career adults with a minimum of ten years experience in the workplace, the Master's program in Diversity Management (DMP) helps you and your organization meet the multiple challenges of change management, a diverse workforce, leadership and organizational sustainability. Our outstanding organizational leadership program provides business and organizational leaders the opportunity to integrate cutting-edge diversity knowledge with critical skill-building in managerial leadership.

Graduates of this distinctive Masters in Psychology increase their ability to foster organizational excellence by learning how to lead diverse people in a complex global business environment. The Diversity Management Program is a uniquely designed executive MBA-style format. Classes meet for three intensive days a month for 21 months, allowing for the more effective accommodation of work schedules. Program fee includes books, materials and meals while on-site. Class cohorts begin every August. Visit <http://www.csuohio.edu/sciences/dept/psychology/graduate/diversity/index.html> for more information.

Experimental Research

The focus of the Experimental Research Program is on strengthening basic and applied research skills, to be developed through an individually-tailored program of study that culminates in the completion of a thesis. The goals of the program are for students to develop skills in research design and analysis, to gain a broad knowledge of substantive areas of psychological research, and to become an expert in a

specified area of research. Students are expected to become involved in research when they begin the program and are expected to continue their involvement throughout their course of study. Upon arrival at CSU, students will have the opportunity to collaborate with faculty on new or existing lines of research. Through coursework and experience in the laboratory, students will acquire the necessary knowledge, skills, and abilities to develop expertise in a given domain. Under the supervision and guidance of faculty, students will be trained and prepared to successfully initiate and defend a thesis project that has the potential to make a substantive contribution to the field of psychology. For more information check out

<http://www.csuohio.edu/sciences/dept/psychology/graduate/experimental/index.html>

Consumer Industrial research

The graduate specialization in Consumer and Industrial Research Program (CIRP), which leads to the degree of Master of Arts in Psychology, prepares students to apply psychological concepts and research techniques in business settings. It combines advanced quantitative research with hands-on experience involving issues encountered in manufacturing and service organizations as well as in consulting/research firms. The program is designed to be completed in two years, culminating with a Master's thesis. To ensure that the program is geared to one's strengths and interests, a close working relationship is encouraged between each student and a specific faculty member. Additionally, it is expected that all students will have the opportunity to participate in actual research projects, often in conjunction with faculty. This practical experience, whatever the form, occurs primarily after completion of the first year. During the first year students in CIRP take the program core courses: quantitative methods, research design, survey research methods, substantive courses in consumer behavior, organizational psychology, personnel psychology - with possibly a few electives. During the second year, students take electives, while working on the thesis and gaining some

additional experience in the field. For more information see <http://www.csuohio.edu/sciences/dept/psychology/graduate/consuner/index.html>.

Doctor of Philosophy in Adult Developmental and Aging

The Ph.D. program in Adult Development and Aging is offered jointly by Cleveland State University and the University of Akron. Upon completion of the program, students will be able to teach, carry out research, and serve as community consultants on the cognitive, motor, perceptual, and social functioning of adults throughout their life span. Graduates from the program will be competitive for faculty positions in teaching and research at 4-year and 2-year institutions of higher education and for research positions in applied health, rehabilitative, and aging facilities as well as in research institutes. The program has outstanding faculty with whom students conduct their dissertation research. Students have the opportunity to do research with faculty at Cleveland State and the University of Akron. Students will be required to take courses at both Cleveland State University and the University of Akron. Enrollment and successful completion of the following courses will be required: Graduate students also are required to register for the Ph.D. Candidacy Examination during the appropriate semester(s), for Ph.D. Dissertation when conducting research and to successfully write and defend their dissertations. For the project to be successfully completed, the student must write a dissertation describing and interpreting the results from the research project (prepared in APA style and consistent with the format prescribed by the College of Graduate Students and acceptable to the student's dissertation committee) and publicly defend the research and the written dissertation. The time required for the completion of the research and the defense of the resulting dissertation cannot be predicted in any individual case. Ph.D. students must complete at least 94 credit hours of graduate study before becoming eligible for graduation. More information is available at <http://www.csuohio.edu/sciences/dept/psychology/graduate/philosophy/index.html>.

Appendix A: Faculty Research Interests

Brian F. Blake, Professor

Ph.D., Purdue University, 1969

Consumer behavior, survey research methodology, marketing research, cross-cultural differences, Internet behavior, product preference/perception

Chieh-Chen Bowen, Associate Professor

Ph. D., Penn State University, 1993

Performance appraisal, work force diversity and statistics

Lisa Doane, Assistant Professor

Ph.D., Kent State University, 2005

Trauma, PTSD, treatments for anxiety disorders, process research, dissemination of empirically-supported treatments, reducing high-risk behaviors

Leslie E. Fisher, Associate Professor

Ph. D., Ohio University, 1974

Human sexuality, homophobia, gay men, lesbian, bisexual and transgender issues

Connie Hollinger, Professor

Ph.D., Case Western Reserve University, 1975

Development of gifted women and girls; effective school-based service-delivery models

Michael Horvath, Associate Professor

Ph.D., Michigan State University, 2001

Job applicant attitudes and behaviors;
Motivation during training and back on the job; Perceptions of and reactions to fair treatment in the workplace

Brenda Johnson, Assistant Professor

Ph.D., Columbia University, 2007

Racial bias and discrimination in the workplace, authority and power dynamics in groups and teams, identity-based conflict in the workplace: dynamics and modes of resolution

Katherine Judge, Assistant Professor
Ph.D., University of Akron, 2003
Psychosocial interventions for persons with dementia and memory loss, family caregiving, and stress and coping processes in older adults

Boaz Kahana, Professor
Ph.D., University of Chicago, 1967
Psychopathology and psychotherapy in middle age and aging, physical frailty, stress and coping in the elderly years, coping with traumatic stress, health psychology, “successful aging”

Conor M^cLennan, Assistant Professor
Ph.D., University at Buffalo SUNY, 2003
Cognition and perception, spoken language perception, memory, bilingual lexical representation and processing

Colleen McMahon, Associate Professor
Ph.D., The University of Iowa, 1989
School based interventions, behavior analysis, early intervention and at-risk students, teacher preparation

Kathleen McNamara, Associate Professor
Ph.D., Kent State University, 1985
Effective school based interventions and service delivery models, professional issues in school psychology, social competence promotion

Ernest Park, Assistant Professor
Ph.D., Michigan State University, 2003
Group processes and performance, group decision –making, affect in groups, team coordination

Amir Poreh, Associate Professor
Ph.D., Wayne State University, 1990
Neuropsychological assessment, psychopathology, memory and statistics

Richard F. Rakos, Professor
Ph.D., Kent State University, 1978
Clinical training, learning, behavior analysis and modification ethics and values in therapy, psychology and the law

Stephen D. Slane, Professor

Ph.D., University of Nebraska-Lincoln, 1975

Personality, statistics, impression formation, stress and coping

Andrew B. Slifkin, Associate Professor

Ph.D., State University of New York, 1995

Motor control, motor imagery, movement, disorders (e.g. Parkinson's disease, multiple sclerosis) cognitive neuroscience, perception

Albert F. Smith, Associate Professor

Ph.D., Yale University, 1986

Cognitive psychology, cognition and survey methodology, memory processes, formal models of cognitive processes, choice response time, attention

Benjamin Wallace, Professor

Ph.D., Kent State University, 1972

Visual perception, experimental hypnosis, motor coordination, imagery

John P. Wilson, Professor

Ph.D., Michigan State University, 1973

Post-traumatic stress disorder, psychopathology

Naohide Yamamoto, Assistant Professor

Ph.D., Johns Hopkins University, 2007

Cognitive psychology and neuroscience of spatial cognition; navigation impairment in neurological disorders and aging