

GPA: \_\_\_\_\_

# B.S. in Psychology

(For use by students entering the Psychology Major Fall 2019 or later)

Keep this advising sheet up-to-date and bring it with you when you meet with your advisor!

## I. PSYCHOLOGY (51 cr.)

All courses listed here must have a grade of C- or better. Grades of D- to D+ can count as free (not PSY!) electives only.

### Psychology Core (required):

- E PSY100 \_\_\_ (Intro Psychology)
- PSY245 \_\_\_ (Behavioral Statistics)
- W PSY246 \_\_\_ (Research Methods)
- PSY362 \_\_\_ (History & Systems)
- PSY400 \_\_\_ (Senior Seminar)

Students are strongly encouraged to take PSY245 as early as possible, but MUST enroll in it before taking more than 21 hours in psychology courses!

### Group A: Biological Bases of Behavior (1)

- PSY255 \_\_\_ (Intro Biopsych)
- PSY335 \_\_\_ (Animal Behavior)

### Group B: Cognition & Learning (1)

- PSY363 \_\_\_ (Psych of Learning)
- PSY475 \_\_\_ (Cognitive Psych)

### Group C: Human Development (1)

- PSY382 \_\_\_ (Inf,Child,Adl Dev)
- W PSY384 \_\_\_ (Adult Dev)

### Group D: Multicultural & Social (1)

- J PSY120 \_\_\_ (Multicultural Psych)
- PSY254 \_\_\_ (Social Psych)

### Group E: Clinical Psychology (1)

- PSY257 \_\_\_ (Personality Theories)
- PSY375 \_\_\_ (Abnormal Psych)

### Group F: Applied Experiences (1)

- PSY265 \_\_\_ (Ind/Org Psych)
- PSY266 \_\_\_ (Biopsychology Lab)
- PSY336 \_\_\_ (Animal Behavior Lab)
- PSY366 \_\_\_ (Psyc of Learning Lab)
- W PSY376 \_\_\_ (Social Psych Lab)
- E,W PSY476 \_\_\_ (Cognitive Psych Lab)
- PSY410 \_\_\_ (Research)
- PSY441 \_\_\_ (Field Experience I)
- PSY442 \_\_\_ (Field Experience II)
- J PSY448 \_\_\_ (Field Experience III)
- J PSY449 \_\_\_ (Field Experience IV)

Psychology Electives: Choose an additional six (6) courses from the Psychology Department:

1. PSY \_\_\_\_\_
2. PSY \_\_\_\_\_
3. PSY \_\_\_\_\_
4. PSY \_\_\_\_\_
5. PSY \_\_\_\_\_
6. PSY \_\_\_\_\_

IMPORTANT NOTE: ALL TRANSFER STUDENTS MUST TAKE AT LEAST HALF OF THEIR PSYCHOLOGY CREDITS (9 COURSES) AT WCU

## GENERAL EDUCATION REQUIREMENTS

### II. First-Year Experience (4 cr.)

FYE \_\_\_\_\_

### III. English Composition (6-7 cr.)

WRT120 \_\_\_ (3 cr.) or WRT 123 \_\_\_ (4 cr.)  
Any 200-level WRT course: WRT \_\_\_\_\_

### IV. Math (3 cr.)

\*MAT113 \_\_\_\_\_

\*(or MAT 115, MAT 131 or any MAT with MAT113, 115, or 131 as a prerequisite are acceptable)

### V. Interdisciplinary\* (I-course) (3 cr.)

(I) \_\_\_\_\_

### VI. Diversity\* (J-courses) (6 cr.)

(J-1) \_\_\_\_\_

(J-2) \_\_\_\_\_

\*Courses may be used to simultaneously fill both the I and J requirements. An I course cannot, however, be used to meet a distributive requirement. A J course may be used to fill a distributive requirement if it is not also an I course.

## VII. GENERAL EDUCATION DISTRIBUTIVE COURSES

AN "I" COURSE MAY NOT BE USED TO MEET A DISTRIBUTIVE REQUIREMENT UNDER ANY CIRCUMSTANCES. DISTRIBUTIVE COURSES TAKEN AT WCU MUST BE SELECTED FROM APPROVED GEN ED DISTRIBUTIVE COURSE LIST (DOES NOT APPLY TO TRANSFER CREDITS)

Arts (3 cr.): Select one 3-credit course from Art, Art History, Music, Music History, Theater, Photography, Dance, or Film:

Course	Grade
_____	_____
_____	_____

Science (6 cr.): Select two courses from: Biology, Chemistry, Computer Science, Earth/Space Science, or Physics. Only one course from each discipline.

Course	Grade
_____	_____
_____	_____

### Social and Behavioral Sciences (6 cr.):

Select two courses from: Anthropology, Economics, Geography, Political Science or Sociology. Only one course from each discipline.

Course	Grade
_____	_____
_____	_____

Humanities (6 cr.): Select two courses from the following areas: History, Literature and Philosophy. Only one course from each discipline.

Course	Grade
_____	_____
_____	_____

## VIII. Ethics Emphasis (E) (3 cr.)

(E-1) \_\_\_\_\_

## IX. Speaking Emphasis (S) (9 cr.)

(Recommended: SPK208, SPK230, or SPK199 for S-1)

These courses may simultaneously satisfy other degree requirements.

At least one course MUST be at the 300-400 level (upper-division).

(S-1) \_\_\_\_\_

(S-2) \_\_\_\_\_

(S-3) \_\_\_\_\_

## X. Writing Emphasis (W) (9 cr.)

These courses may simultaneously satisfy other degree requirements.

If taken at WCU, the following courses will simultaneously fulfill both Psychology major and Writing Emphasis requirements: PSY 246, 365, 376, 384, and 476.

At least one course MUST be at the 300-400 level (upper-division).

(W-1) \_\_\_\_\_

(W-2) \_\_\_\_\_

(W-3) \_\_\_\_\_

## \*\*SPEAKING & WRITING EMPHASIS COURSES FOR TRANSFER STUDENTS\*\*

Transfer students entering with 40-70 credits need only two S and two W courses; those entering with more than 70 credits need only one S and one W course at the 300/400 level.

## XI. FREE ELECTIVES

Take enough free electives to complete 120 credits. College preparatory courses (e.g., MATQ20, MATQ30) do NOT count towards graduation. The actual number of free electives required will vary depending upon multiple factors.

Course	Grade
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Repeat Policy: Please note that WCU allows students a total of 6 maximum repeats for their entire undergraduate career. A course may be repeated a maximum of 2 times only! The most recent grade, regardless of whether it is higher or lower, will be the grade used for the GPA calculation. Courses taken at WCU CANNOT be repeated at an external institution!

Remedial Q courses can be repeated up to three times. Failure to receive the appropriate passing grade will result in dismissal from WCU.

Academic Probation: Students are placed on Academic Probation if their cumulative GPA falls below 2.0. Students will have 1 academic semester to regain good standing and will be required to create an Academic Recovery Plan (ARP) with their advisors.

**BS Psychology**

**4 Year Graduation - For students entering in Fall 2019 or later**

Year 1		Year 2		Year 3		Year 4	
<b>Fall</b>		<b>Fall</b>		<b>Fall</b>		<b>Fall</b>	
PSY100	3	WRT200	3	PSY Elective (3)	3	PSY400	3
Diverse Communities (J)	3	SOC SCI (2)	3	ART	3	PSY Elective (5)	3
MAT113	3	PSY245	3	HUM (2)	3	PSY Elective (6)	3
First Year Experience (FYE)	4	PSY Elective (1)	3	Ethics (E)	3	Free Elective (2)	3
SOC SCI (1)	3	PSY Group A,B,C, D, or E	3	PSY362	3	Free Elective (3)	3
<b>Credits</b>	<b>16</b>	<b>Credits</b>	<b>15</b>	<b>Credits</b>	<b>15</b>	<b>Credits</b>	<b>15</b>
<b>Spring</b>		<b>Spring</b>		<b>Spring</b>		<b>Spring</b>	
HUM (1)	3	SPEAK 2	3	PSY Group A,B,C, D, or E	3	Interdisciplinary (I)	3
PSY Group A,B,C, D, or E	3	PSY Group A,B,C, D, or E	3	SPEAK 3	3	Free Elective -J #2 (4)	3
SPK208 or 230 (SPEAK 1)	3	SCI (2)	3	PSY Group A,B,C, D, or E	3	Free Elective (5)	3
WRT120	3	PSY246 (WE)	3	PSY Elective (4)	3	Free Elective (6)	3
SCI (1)	3	PSY Elective (2)	3	PSY Applied Experience**	3	Free Elective (7)	3
<b>Credits</b>	<b>15</b>	<b>Credits</b>	<b>15</b>	<b>Credits</b>	<b>15</b>	<b>Credits</b>	<b>15</b>
<b>Year 1 Credits</b>	<b>31</b>	<b>Year 2 Credits</b>	<b>30</b>	<b>Year 3 Credits</b>	<b>30</b>	<b>Year 4 Credits</b>	<b>30</b>
						<b>Total Credits</b>	<b>121</b>

*\*Note: Students are required to take 3 Writing Emphasis (W) courses (one at the 300-400 level). PSY246 is a W course. It is assumed that students will fulfill their remaining W requirements by taking courses required for the major or to satisfy General Education requirements (e.g., E or S course) that are also designated Writing Emphasis (W) requirements. If not, free elective W courses will be needed.*

*If students acquire their attribute courses (I, J, W, S, E) from courses that 'count' in other categories (e.g., PSY Applied Experience, a J that is also a E), more Free Electives should be taken to achieve at least 120 credits.*

*\*\*It is recommended that students who intend to attend graduate school take PSY410 or 441 earlier than*

*Spring semester of their 3rd year and repeat it for credit using PSY or Free Electives*

## LEARN PSYCHOLOGY

# Where the mind matters

Psychology is the scientific study of people, the mind and behavior. While some psychologists choose to focus on research, others choose to focus their careers on applied psychology and working directly with people and communities. Its near universal application -- from counseling and relationships to advertising and business -- makes psychology one of the most versatile and valuable majors in all of higher education. Explore degree programs, career paths, expert resources, and organizations across the country that actively hire today's students of the psyche.



## The Popularity of the Bachelor's in Psychology

Since 1950, the number of students studying psychology at all levels has steadily risen. This rise has been most pronounced for those obtaining a bachelor's level degree.

**1950**

Approximately 10,000 psychology bachelor's degrees were awarded.

**2011-2012**

The number of psychology bachelor's degrees awarded soared to was 109,000

**Today**

psychology remains one of the most popular undergraduate majors across college campuses nationwide.

# Why Major in Psychology? 5 Reasons

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Why is a degree in psychology so popular? There are several reasons why students opt to enter this fast-growing degree field:

## **FASCINATION WITH THE SUBJECT**

Studying a topic that covers human behavior is intrinsically interesting to many students. The psychology major can help students learn more about themselves and their relationships.

## **THE DESIRE TO HELP PEOPLE**

Most people like the idea of being able to help others and many students seek the psychology major as taking a first step in providing that help, whether they become a counselor, therapist or social worker

## **DEVELOPMENT OF A WIDE RANGE OF USEFUL SKILLS**

Psychology is a science, but it also has liberal arts elements. This means psychology graduates will develop critical thinking, research, analytical, interpersonal and project management skills that will be useful in a wide range of careers

## **FLEXIBILITY OF THE DEGREE**

Graduates with psychology degrees are not pigeon-holed into a given career path upon graduation. Most bachelor's degree graduates usually enter a field that is not psychology related, such as education, research, business, politics or marketing.

## **BELIEF THAT THE DEGREE IS EASY**

While not necessarily true, there is at least a slight perception that getting a good GPA as a psychology major is easier than other majors. Even if this perception is true, the amount of grade inflation and academic rigor is more dependent on the school offering major rather than the major itself.

# Psych Major Skill Set for Success

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Besides the inherently interesting nature of the degree, majoring in psychology provides a diverse and well-rounded education that many other degrees cannot offer. A bachelor's degree in psychology requires provides both a liberal arts and analytical level of educational training. For example, a student who majors in psychology may obtain the following skills and attributes which employers will be looking for:

## **RESEARCH ABILITY**

The scientific foundation of psychology revolves around research. Research methods, statistical analysis and data gathering techniques will be learned. Psychology students will also have well-developed pattern-finding skills.

## **EFFECTIVE COMMUNICATION**

Since the bulk of psychology relies on research and critical analysis of information, the ability to communicate the ideas generated is very important. Also, psychology-related fields are usually collaborative, which requires effective teamwork skills.

## **CRITICAL THINKING**

Whether data interpretation, peer review of research or problem solving, the analytical nature of psychology makes it necessary to make logical and well-thought decisions. Psychology majors will also be able to think “outside-the-box” and view issues from multiple perspectives due to the research and analytical training from a psychology degree.

## **SELF-AWARENESS**

Few college majors teach as much about human behavior and actions (in ourselves and others) as psychology. Understanding how one thinks, as well as how others think, can make for a more effective understanding of workplace dynamics and production processes.

## **SOCIAL, POLITICAL AND LEGAL COGNIZANCE**

Many psychological theories and developments coincide with political, cultural or social changes. The recognition of the context in which psychological ideas and theories exist and are implemented is important for effective understanding.

### **TECHNOLOGICAL LITERACY**

The research and analytical background of the psychology discipline requires the use of technology, especially computers and data analysis software. There is also the ever-increasing integration of technology in everyday lives (such as the ubiquities of smart phones, drones and social media), which has produced social and cultural changes in today's society. The psychology field is the on the forefront of these changes.

### **ETHICAL DECISION-MAKING**

The psychology major focuses mostly on researching and studying human behavior. This creates the potential for ethical conundrums. Psychology students have been taught how to anticipate these issues, effectively deal with these problems as they arise and make ethical decisions.

### **ATTENTION TO DETAIL**

Students who come from a major where one incorrect decimal point or mistaken use of a control group can make or break a project are going to have a knack for knowing and keeping track of the details. This is a skill anyone can use regardless of their eventual profession.

# The Helping Careers: Understanding the Difference

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When it comes to helping others, the opportunities are virtually endless. But there are a few professions that rise to the top of the list in the many ways that they offer help. Work as a psychologist, counselor or therapist are among the top careers someone can choose if they intend to make a life-long commitment to assisting those who need their skills the most.

## Psychologists

### **The Job:**

Psychologists work closely with patients by observing, assessing and gathering information that will help them treat the underlying problems. Though many psychologists go into research in an effort to help a wide range of people, some choose to work as clinical psychologists, which put them in direct contact with patients on a day-to-day basis. Other branches of psychology, such as industrial organizational psychology or school psychology, seek to help those in a particular population.

### **The Education:**

Psychologists must earn a doctoral degree in order to practice, though some might be able to obtain entry-level jobs with a master's degree. In all states, those who intend to practice independently must be licensed. In most cases, this means the applicant must have a doctoral degree in psychology, serve an internship, have one to two years of solid experience, and pass an examination.

# Counselors

## **The Job:**

Counselors are much like psychologists in that they are driven to help people, but the nature of the work means they work much more closely with patients on a day-to-day basis. Counselors might specialize in a certain area, such as becoming a marriage or family counselor, or working as a school counselor or mental health counselor. They can help anyone who is dealing with an emotionally trying time, including those going through divorce, dealing with grief, suffering from addictions and more.

## **The Education:**

A master's degree is usually the minimum requirement for counselors, and licensing is also a must. Obtaining a license usually consists of a master's degree, passing an examination administered on the state level, completing between 2,000 and 4,000 hours of practical experience, and keeping up with continuing education requirements.

# Therapists

## **The Job:**

Therapists also help individuals by pinpointing problems and solving them, but the field is a bit broader than that of a counselor or psychologist. The work is often more long-term, with therapists working with clients over a long period of time. Therapists might include those who help treat issues of the mind and emotions, as well as the body. For example, occupational therapists can help individuals learn better ways to work, while physical therapists can help patients learn to overcome injuries.

## **The Education:**

The education required depends upon the career path a therapist chooses, but in most cases, a bachelor's degree is required for entry-level work and a master's degree is a must for licensure. Licensing requirements vary depending upon the chosen career, but most include passing an examination and a certain number of hours of practical, supervised work.

# Psychologist Salary and Employment Trends in Pennsylvania

## Pennsylvania Psychologists Growth and Employment Rate in vs. Nationwide Data



## Nationwide vs. Pennsylvania Earnings for Psychologists

		Clinical, Counseling & School Psychologists	Psychologist , Other
<b>Nationwide</b>	<b>Median Wage Annually</b>	<b>\$68,900</b>	<b>\$92,110</b>
<b>Pennsylvania</b>	<b>Median Wage Annually</b>	<b>\$62,330</b>	<b>\$89,860</b>
<b>Pennsylvania</b>	<b>Median Wage Hourly</b>	<b>\$29.97</b>	<b>\$43.20</b>
<b>Pennsylvania</b>	<b>Lowest 10% yearly wage</b>	<b>\$37,700</b>	<b>\$50,730</b>
<b>Pennsylvania</b>	<b>Highest 10% yearly wage</b>	<b>\$101,340</b>	<b>\$108,730</b>



## OCCUPATIONAL OUTLOOK HANDBOOK

## Pay

[About this section ?](#)

The median annual wage for psychologists was \$72,580 in May 2015. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$41,110, and the highest 10 percent earned more than \$118,310.

Median annual wages for psychologists in May 2015 were as follows:

Psychologists, all other	\$94,590
Industrial-organizational psychologists	77,350
Clinical, counseling, and school psychologists	70,580

In May 2015, the median annual wages for psychologists in the top industries in which they worked were as follows:

Government	\$90,620
Hospitals; state, local, and private	81,430
Elementary and secondary schools; state, local, and private	71,300
Offices of mental health practitioners (except physicians)	70,470
Individual and family services	59,910

Psychologists in private practice often set their own hours, and many work part time as independent consultants. They may work evenings or weekends to accommodate clients. Those employed in hospitals or other healthcare facilities also may have evening or weekend shifts. Most psychologists in clinics, government, industry, or schools work full-time schedules during regular business hours.

## Job Outlook

[About this section ?](#)

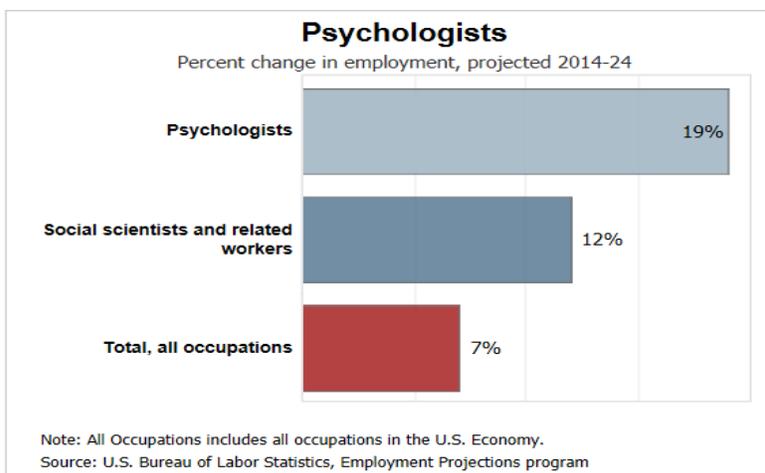
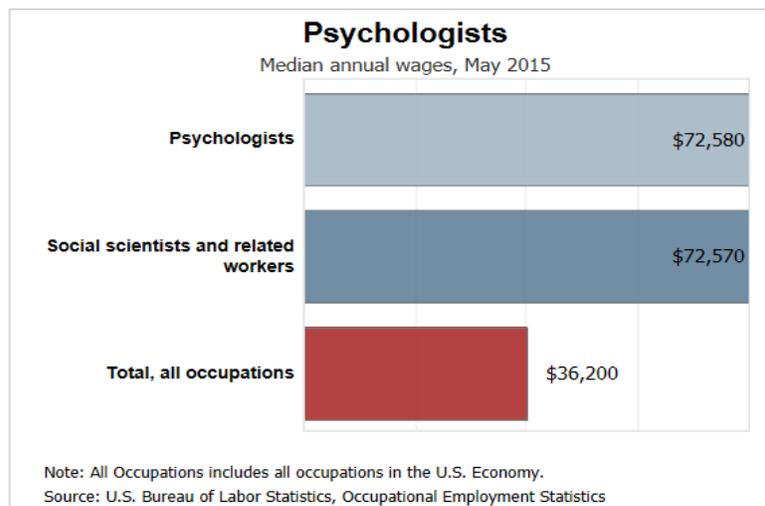
Overall employment of psychologists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Employment growth will vary by occupation.

Employment of clinical, counseling, and school psychologists is projected to grow 20 percent from 2014 to 2024, much faster than the average for all occupations. Greater demand for psychological services in schools, hospitals, mental health centers, and social services agencies should drive employment growth.

Demand for clinical and counseling psychologists will increase as people continue to turn to psychologists for help with their problems. Psychologists will also be needed to provide services to an aging population, helping people deal with the mental and physical changes that happen as they grow older. Psychological services are also needed for veterans suffering from war trauma, for survivors of other trauma, and for individuals with autism.

Employment of school psychologists will continue to grow because of the raised awareness of the connection between mental health and learning and the need for mental health services in schools. School psychologists will be needed to work with students, particularly those with special needs, learning disabilities, and behavioral issues. Schools rely on school psychologists to assess and counsel students. In addition, school psychologists will be needed to study how factors both in school and outside of school affect learning, which teachers and administrators can use to improve education. However, opportunities may be limited, because employment of school psychologists in public schools and universities is contingent on state and local budgets.

Employment of industrial-organizational psychologists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 400 new jobs over the 10-year period. Organizations will continue to use industrial-organizational psychologists to help select and keep employees, increase organizational productivity and efficiency, and improve office morale.





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- [Industry Options](#)
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- [Academic Degrees](#)
- [Career Planning](#)
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## PSYCHOLOGY

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### Specialty Areas

Psychologists apply their knowledge to a wide range of endeavors, including health and human services, management, education, law, and sports. They usually specialize in one of a number of different areas.

► **Clinical psychologists** -- who constitute the largest specialty -- are concerned with the assessment, diagnosis, treatment, and prevention of mental disorders. While some clinical psychologists specialize in treating severe psychological disorders, such as schizophrenia and depression, many others may help people deal with personal issues, such as divorce or the death of a loved one. Often times, clinical psychologists provide an opportunity to talk and think about things that are confusing or worrying, offering different ways of interpreting and understanding problems and situations. They are trained to use a variety of approaches aimed at helping individuals, and the strategies used are generally determined by the specialty they work in.

Clinical psychologists often interview patients and give diagnostic tests in their own private offices. They may provide individual, family, or group psychotherapy and may design and implement behavior modification programs. Some clinical psychologists work in hospitals where they collaborate with physicians and other specialists to develop and implement treatment and intervention programs that patients can understand and comply with. Other clinical psychologists work in universities and medical schools, where they train graduate students in the delivery of mental health and behavioral medicine services. A few work in physical rehabilitation settings, treating patients with spinal cord injuries, chronic pain or illness, stroke, arthritis, or neurological conditions. Others may work in community mental health centers, crisis counseling services, or drug rehabilitation centers, offering evaluation, therapy, remediation, and consultation.

Areas of specialization within clinical psychology include health psychology, neuropsychology, geropsychology, and child psychology. Health psychologists study how biological, psychological, and social factors affect health and illness. They promote healthy living and disease prevention through counseling, and they focus on how patients adjust to illnesses and treatments and view their quality of life.

Neuropsychologists study the relation between the brain and behavior. They often work in stroke and head injury programs. Geropsychologists deal with the special problems faced by the elderly. Work may include helping older persons cope with stresses that are common in late life, such as loss of loved ones,



- Degree Quick Jump**
- [Science](#)
  - [Technology](#)
  - [Engineering](#)
  - [Mathematics](#)
  - [Computing](#)
  - [Healthcare](#)
  - [Allied Health](#)
  - [Medical Technology](#)
  - [Medicine](#)
  - [-- Dentist](#)
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  - [-- Psychologist](#)
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- Resources For**
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relocation, medical conditions, and increased care-giving demands. Clinical psychologists may further specialize in these fields by focusing their work in a number of niche areas including mental health, learning disabilities, emotional disturbances, or substance abuse. The emergence and growth of these, and other, specialties reflects the increasing participation of psychologists in direct services to special patient populations.

Often, clinical psychologists consult with other medical personnel regarding the best treatment for patients, especially treatment that includes medication. Clinical psychologists generally are not permitted to prescribe medication to treat patients; only psychiatrists and other medical doctors may prescribe most medications. However, two States -- Louisiana and New Mexico -- currently allow appropriately trained clinical psychologists to prescribe medication with some limitations.

### ► **Counseling psychologists**

Counseling psychologists advise people on how to deal with problems of everyday living, including problems in the home, place of work, or community, to help improve their quality of life. They foster well-being by promoting good mental health and preventing mental, physical, and social disorders. They work in settings such as university or crisis counseling centers, hospitals, rehabilitation centers, and individual or group practices.

### ► **School psychologists**

School psychologists work with students in early childhood and elementary and secondary schools. They collaborate with teachers, parents, and school personnel to create safe, healthy, and supportive learning environments for all students. School psychologists address students' learning and behavioral problems, suggest improvements to classroom management strategies or parenting techniques, and evaluate students with disabilities and gifted and talented students to help determine the best way to educate them. They improve teaching, learning, and socialization strategies based on their understanding of the psychology of learning environments. They also may evaluate the effectiveness of academic programs, prevention programs, behavior management procedures, and other services provided in the school setting.

### ► **Industrial-organizational psychologists**

Industrial-organizational psychologists apply psychological principles and research methods to the workplace in the interest of improving productivity and the quality of worklife. They also are involved in research on management and marketing problems. They screen, train, and counsel applicants for jobs, as well as perform organizational development and analysis. An industrial psychologist might work with management to reorganize the work setting in order to improve productivity or quality of life in the workplace. Industrial psychologists frequently act as consultants, brought in by management to solve a particular problem.

### ► **Developmental psychologists**

Developmental psychologists study the physiological, cognitive, and social development that takes place throughout life. Some specialize in behavior during infancy, childhood, and adolescence, or changes that occur during maturity or old age. Developmental psychologists also may study developmental disabilities and their effects. Increasingly, research is developing ways to help elderly people remain independent as long as possible.

### ► **Social psychologists**

Social psychologists examine people's interactions with others and with the social environment. They work in organizational consultation, marketing research, systems design, or other applied psychology fields. Prominent areas of study include group behavior, leadership, attitudes, and perception.

### ► **Experimental or research psychologists**

Experimental or research psychologists work in university and private research

centers and in business, nonprofit, and governmental organizations. They study the behavior of both human beings and animals, such as rats, monkeys, and pigeons. Prominent areas of study in experimental research include motivation, thought, attention, learning and memory, sensory and perceptual processes, effects of substance abuse, and genetic and neurological factors affecting behavior.

### ► Forensic psychologists

Forensic psychologists use psychological principles in the legal and criminal justice system to help judges, attorneys, and other legal professionals understand the psychological findings of a particular case. They are usually designated as an expert witness and typically specialize in one of three areas: family court, civil court, and criminal court. Forensic psychologists who work in family court may offer psychotherapy services, perform child custody evaluations, or investigate reports of child abuse. Those working in civil courts may assess competency, provide second opinions, and provide psychotherapy to crime victims. Criminal court forensic psychologists often conduct evaluations of mental competency, work with child witnesses, and provide assessment of juvenile or adult offenders.

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# PSYCHOLOGY

## What can I do with this major?

### AREAS

### EMPLOYERS

### STRATEGIES

#### HUMAN SERVICES

##### **Direct Care:**

Counseling  
Psychotherapy  
Applied Behavior Analysis  
Art Therapy  
Music Therapy  
Case Management  
Mental Health Services  
Physical Health and Wellness  
Crisis Work  
Rehabilitation Services  
Performance Enhancement  
Testing/Assessment  
Law Enforcement

##### **Administration:**

Advocacy  
Programming  
Community Relations  
Management  
Development/Fund Raising  
Grant Writing

Federal government including Departments of:  
Health and Human Services  
Justice  
Veterans Affairs  
State government including:  
Departments of Human Services  
Departments of Mental Health  
Departments of Justice  
Community mental health centers  
State psychiatric hospitals  
Facilities for individuals with intellectual impairments  
Boards of probation and parole  
Local government  
Senior citizens' centers  
Nursing homes  
Social service/nonprofit organizations  
Religiously-affiliated service organizations  
Hospitals/healthcare providers  
Private psychiatric facilities  
Outpatient clinics  
Employee Assistance Programs (EAP)  
College and university counseling centers and career centers  
Pain clinics  
Rehabilitation facilities  
Testing centers  
Private practice

Obtain essential practical experience through part-time or summer jobs such as camp counselor, tutor, or resident hall advisor.  
Complete an internship for academic credit.  
Gain experience through volunteering with organizations such as crisis hotlines, Big Brother or Sister, Special Olympics, service groups, etc.  
Many entry-level helping positions require one year of related experience. Volunteer experience and internships can typically fulfill this requirement.  
Learn to work well with different types of people.  
Develop strong communication skills.  
Cultivate the desire to help others.  
Earn a minor in a specialized field of interest (e.g., child & family studies, sociology, or political science).  
Take courses to build valuable counseling-related skills (e.g., techniques of counseling).  
Become fluent in a foreign language to serve clients who may not speak English.  
Acquire knowledge of government and community resources available for those in need.  
Obtain a graduate degree in psychology, counseling, or social work for positions involving substantive counseling or psychotherapy or for advancement into administrative/supervisory positions.  
Many specialties exist at the graduate level, for example school counseling, mental health counseling, counseling psychology, etc. Pursue particular degrees depending upon interests and career goals. See General Information on the last page for more details on this topic.  
Pursue graduate training or certification programs to establish test administration and interpretation qualification.  
Maintain an excellent academic record.

## AREAS

## EMPLOYERS

## STRATEGIES

### RESEARCH

Social Research  
Market Research  
Data Analysis  
Testing/Test Development  
Experimental Psychology  
Neuroscience  
Industrial and Organizational (I/O) Psychology

Federal, state, and local government agencies (e.g., National Institute of Health)  
National headquarters of non-profit organizations  
Universities and colleges  
Market research firms  
Market research departments of consumer goods and manufacturing firms  
Private research organizations  
Consulting firms

Pursue research experience by working on faculty projects through independent study classes, as a student employee, as a volunteer in their lab, or through other departmental programs.  
Take additional math and statistics courses to develop strong quantitative and statistical skills.  
Take additional science courses or consider a minor in Neuroscience.  
Obtain related experience through part-time or summer jobs or internships with a market research firm.  
Get involved in the American Marketing Association.  
Earn a graduate degree in experimental psychology, educational psychology, I/O psychology, statistics, or marketing.

### EDUCATION

Teaching  
Adult Learning/Community Instruction (e.g., GED classes, life skills, parenting, etc.)  
Information/Library Science  
Higher Education Administration and Student Support Services including:  
Admissions  
Financial Aid  
Academic Advising  
Development  
Alumni Affairs  
International Education and Study Abroad  
Career Services  
Residence Life  
Student Activities and Greek Life  
Orientation  
Leadership  
Multicultural Affairs  
Recreational Sports

Public and private K-12 schools  
Colleges and universities  
Government agencies  
Federal Trio programs (e.g., Upward Bound, Talent Search)  
Nonprofit organizations (e.g., Project Grad College prep programs)

Obtain a teaching certificate for public school positions. Multiple certification will increase marketability. Seek guidance from the education department of your college.  
Earn a doctoral degree in psychology for post-secondary teaching.  
Pursue graduate training in information science for library positions.  
Earn a master's in Counseling with a specialty in career development if interested in career services.  
Seek a master's degree in college student personnel, higher education administration for student affairs or administrative positions.  
Maintain a high GPA and secure strong personal recommendations.  
Gain experience working with children, adolescents, or college students through tutoring or other volunteer positions.  
Acquire related experience on campus as a resident hall advisor, orientation leader, admissions tour guide, or peer mentor.  
Develop strong communication skills and learn to speak well in front of a group.

**AREAS**

**EMPLOYERS**

**STRATEGIES**

**HUMAN RESOURCES**

Employment and Recruitment  
Selection  
Labor Relations  
Compensation and Benefits  
Organizational Development  
Training

Large companies  
Government agencies  
Staffing and employment services  
Large non-profit organizations  
Hospitals  
Educational institutions

Gain relevant experience in human resources by completing an internship.  
Earn a minor in business or supplement curriculum with business courses.  
Seek leadership positions in student organizations.  
Develop strong computer skills.  
Earn an MBA or a graduate degree in human resources to attain higher level positions.

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**BUSINESS**

Sales  
Customer Service  
Public Relations  
Marketing  
Advertising  
Product Design  
Management  
Insurance:  
    Claims Management  
    Underwriting  
Real Estate:  
    Sales  
    Property Management

Service providers  
Wholesalers  
Manufacturers  
Retail stores including:  
    Department stores  
    Specialty stores  
    Discount stores  
    Super retailers  
    Online retailers  
Call centers  
Financial institutions  
Insurance companies  
Real estate companies  
Property management firms  
Apartment complexes  
Public relations departments of large companies or nonprofit organizations

Develop career goals and seek relevant experiences to prepare for those goals.  
Earn a minor in business or supplement curriculum with business or communication courses.  
Obtain relevant experience through part-time jobs or internships.  
Work a part-time or summer job in a retail store.  
    Demonstrate a willingness to take on additional responsibilities such as "assistant manager."  
Participate in student organizations and seek leadership roles.  
Learn to work well with different types of people.  
    Develop a strong commitment to customer satisfaction.  
For sales, develop the ability to work well under pressure and be comfortable in a competitive environment.  
Be willing to start in a management-trainee program or other entry-level positions.  
When job searching, seek employers interested in hiring "any major."  
Understand the top skills employers desire and be prepared to demonstrate them, such as communication (oral and written), computer, interpersonal, leadership and teamwork, etc.

## **GENERAL INFORMATION**

- Psychology provides a broad, liberal arts background.
- Some students may choose to study psychology because they enjoy the subject but wish to pursue careers requiring "any major." In this scenario, it is critical to develop desirable skills through internships, part-time or summer jobs, or volunteer experiences. Some skills valued most by employers include: communication, interpersonal, leadership, teamwork, and computer skills.
- Other students may major in psychology because they want to work in a related field. Many entry-level helping positions are available, however the amount of direct client contact is limited for those who only have a bachelor's degree. Students may wish to pursue graduate education in psychology, social work, counseling, college student personnel, or other related fields to increase opportunities and earning potential. Research career fields to learn what type of degree (master's, educational specialist, doctoral) and subject area are most appropriate for your interests and desired population.

The following list provides some examples:

### **Master's Degree**

Licensed Clinical Social Worker

Professional Counselor

Educational, Vocational, and School Counselors

Substance Abuse and Behavioral Disorder Counselors

Rehabilitation Counselors

Licensed Marriage & Family Therapists

### **Educational Specialist**

School Psychologist

### **Doctoral Degree**

Counseling Psychologist

Licensed Clinical Psychologist

Experimental Psychologist

Sport Psychologist

Industrial/Organizational Psychologist

Social Psychologist

Developmental Psychologist

Forensic Psychologist

Health Psychologist

Neuroscience Psychologist

Psychiatry (M.D.) \*

- For those wishing to pursue graduate education, maintain a high grade point average, secure strong faculty recommendations, gain experience through volunteer or work opportunities, and assist a faculty member with research.
- Many applied positions require licensure. This can take an additional one to three years of supervised experience after earning a graduate degree depending upon state requirements. Graduate programs in clinical work should be accredited by the American Psychological Association (APA) in order to ensure a smooth transition towards licensure. Graduate programs in counseling should be accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Research the availability of certifications for specialties like the Board Certified Behavior Analyst if interested in working with people with disabilities.
- Note (\*): If Psychiatry is a career interest take additional science courses for admission to medical school; see your school's pre-health advisor.

# GETTING INVOLVED

## PSY CLUBS, ORGANIZATIONS, & FIELD EXPERIENCE OPPORTUNITIES

### Psychology Club

*Faculty Advisor: Ellie Brown*

The purpose of this club is to provide experiences for students that enhance classroom instruction. Programs include presentation of current research by the Department of Psychology's faculty and students as well as guest speakers. Other programs provide information on graduate education and career opportunities in psychology and related fields. Members are also provided with opportunities for informal interchange with faculty, invited scholars, and others. Interested students may join by contacting club officers or the faculty adviser.

### Student Life Committee

*Faculty Advisors: Geeta Shivde, Lauri Hyers*

This committee gives students opportunities to interact with faculty for socializing with other students and faculty, organizing psychology-related informational sessions, and giving input on departmental matters such as hiring. The Committee also sponsors the annual Psychology Awards Ceremony each Spring.

### Psi Chi (Psychology Honor Society)

*Faculty Advisors: Karen Mitchell & Deanne Zotter*

The Department of Psychology sponsors a chapter of this national honor society. Membership is by invitation, with scholarship as the major criterion. Psi Chi, an affiliate of both the American Psychological Association and the American Psychological Society, endeavors to advance the science of psychology and encourages superior scholarship in all academic fields, particularly in psychology.

### Peer Mentoring Program

*Faculty Advisors: Geeta Shivde & Vipanchi Mishra*

The Psychology Peer Mentoring Program pairs incoming first-year Psychology majors with Jr/Sr Psychology majors. The program was developed to help incoming students cope with the transition to college by providing support and guidance from current Psychology majors. New students and mentors will engage in a variety of department sponsored activities throughout the upcoming year to enrich the college experience. Look for opportunities to sign up at the beginning of each Fall semester.

### Sister to Sister: Senior Peer Mentors Field Experience

*Faculty Advisor: Deanne Zotter*

This course was designed to provide hands-on experience in the implementation of the Sister-to-Sister program. This program is designed to improve body image and prevent eating disorders in members of the West Chester University sororities. Students, in their roles as Senior Peer Mentors, will assist in the training and supervision of all mentors. Students will guide all peer mentors in learning about the etiology of body image problems and eating disorders, appropriate methods of intervention and programs to improve body image, decrease problematic eating attitudes/behaviors, and increase self-esteem.

### Rise Afterschool Program

*Faculty Advisor: Angela Clarke*

Rise is a coping skills-based program aimed at preventing aggression and depression among teens growing up in a multiple-risk community, an area of West Philadelphia with high rates of violent crime, under resourced schools, and low income.

### **ECCEL: Early Childhood Cognition and Emotions Lab**

*Faculty Advisor: Ellie Brown*

This service-learning, diverse communities course is a field experience in Psychology that offers an in-depth study of early childhood cognitive and emotional development in the context of classism, racism, and related forms of oppression. Students will attend weekly class meetings, complete out-of-class assignments on course topics, and spend approximately six hours per week working with young children, their families, and their teachers, at regional Head Start preschools.

### **Student Research Day**

*Sponsored by the Student Life Committee*

Each Spring, undergraduate and graduate psychology students have an opportunity to talk about their research activities with other students and members of the University, display posters in the Psychology Department's lobby, and give selected demonstrations of laboratory activities.

# Faculty of the Department of Psychology West Chester University

Sandra Kerr, Ph.D., Interim Chairperson

Karen Mitchell, Ph.D., Assistant Chairperson

Dr. Angela Clarke, Ph.D., Director of Clinical Training, Clinical Psychology PsyD Program

Dr. Vipanchi Mishra, Ph.D. Graduate Coordinator – I/O and General Psychology Graduate Programs

**Psychology Department website:** <http://www.wcupa.edu/psych>

**Note:** If you are interested in participating in research, contact the faculty member directly.

**Kristen R. Breit, Ph.D.** Purdue University. Assistant Professor. Primary teaching interests include biopsychology/behavioral neuroscience, sensation and perception, developmental psychology, and drugs and behavior. Research interests include the effects of alcohol, nicotine, and cannabis exposure on the developing brain; efforts also include community engagement and stigma reduction. My current research focuses on how prenatal polydrug exposure to alcohol and e-cigarettes may alter brain and behavioral development throughout the lifespan. [Kbreit@wcupa.edu](mailto:Kbreit@wcupa.edu)

**Eleanor D. Brown, Ph.D.** University of Delaware. Professor. Research, teaching and clinical interests in children's academic, social-emotional, and neurophysiological development, stress and trauma related to poverty and racism, and models of individual and social change, with current research projects focused on positive effects of Head Start preschool, arts and mindfulness interventions, and anti-racism training and support. Email: [Ebrown@wcupa.edu](mailto:Ebrown@wcupa.edu)

**Lauren D. Brumley, Ph.D.** University of Pennsylvania. Assistant Professor. Research interests in how exposure to adversity early in life may shape youth's goals and expectations for their futures, with a particular interest in improving outcomes for youth in foster care. Teaching and clinical interests in therapeutic interventions for children and families, child and adolescent psychopathology, stress and trauma, and ethics. Email: [lbrumley@wcupa.edu](mailto:lbrumley@wcupa.edu)

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**Michael J. Gawrysiak, Ph.D.** University of Tennessee. Assistant Professor. His research, teaching and clinical interests are organized around the study of in adult psychopathology (i.e., substance use disorders, posttraumatic stress), contemplative practices and mindfulness-based interventions, and studying brain (i.e., fMRI) and behavioral features of individuals struggling with psychiatric disorders. Email: [MGawrysiak@wcupa.edu](mailto:MGawrysiak@wcupa.edu)

**Stevie N. Grassetti, Ph.D.** University of Delaware. Assistant Professor. Research, teaching, and clinical interests in optimizing clinical interventions to improve life for children, youth, and families in underserved community settings. Current studies evaluate psychological programs and interventions implemented in community settings to determine if, how, and for whom these programs work best. Email: [SGrassetti@wcupa.edu](mailto:SGrassetti@wcupa.edu)

**Erin Hill, Ph.D.** Auckland University of Technology. Associate Professor. Teaching interests in health psychology, aging and adult development, writing for psychology, and statistics and research methods. Research interests in health behavior (including antibiotic resistance preventive behaviors), personality and health, quality of life, social support, stress, and psycho-oncology. Email: [Ehill@wcupa.edu](mailto:Ehill@wcupa.edu)

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**Vipancho Mishra, Ph.D.** University at Albany, State University of New York. Associate Professor. Teaching interests in Industrial/Organizational Psychology and Statistics. Primary areas of research interest include performance appraisal, influence of cultural values on workplace behaviors, exploring the effects of mindfulness training on workplace outcomes and investigating factors influencing applicant reactions to selection tests and assessment center practices. Email: [Vmishra@wcupa.edu](mailto:Vmishra@wcupa.edu)

**Karen Mitchell, Ph.D.** Kent State University. Associate Professor. Teaching and research interests in Cognitive Psychology/Cognitive Neuroscience: human attention and episodic memory, especially source monitoring, eyewitness suggestibility, judging the veracity of others' memories, cognitive disruptions in psychopathology, impact of aging and emotion on cognition. Email: [Kmitchell@wcupa.edu](mailto:Kmitchell@wcupa.edu)

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**Lia O'Brien, Ph.D.** Temple University. Assistant Professor. Teaching interests in developmental psychology and developmental theory. Research interests in the bi-directional relations between context and cognitive, social, and character development in children and adolescents. My current research is focused on the development of gratitude, optimism, and future orientation. Email: [Lobrien@wcupa.edu](mailto:Lobrien@wcupa.edu)

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**Jasmin Tahmaseb-McConatha, Ph.D.** University of Georgia. Professor. Teaching interests include adult development, social psychology, multicultural psychology, history, and systems of psychology. Research interests address stressors and supports in middle and later adulthood including the impact of ageism and other forms of discrimination; factors effecting immigrant's well-being intergenerational mentoring, diversity, and cultural transmission across the generations. Email: [Jtahmasebmconatha@wcupa.edu](mailto:Jtahmasebmconatha@wcupa.edu)

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# EXPLORING PSYCHOLOGY RESOURCES



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