



PSYCHOLOGY DEPARTMENT

BUFFALO STATE • The State University of New York

Guide to Psychology

2020-2021

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For Psychology students entering in the Fall 2015 semester or later

DEPARTMENT OF PSYCHOLOGY

SUNY Buffalo State

BACKGROUND INFORMATION

We hope that the information that follows will answer most of your questions about psychology and help you to create a realistic expectation of our program.

DEFINING PSYCHOLOGY

Because psychology spans such a broad subject area, it is not easy to give a good definition that covers everything. A common definition of psychology is “the scientific study of behavior”. The term “scientific” here refers to the fact that psychologists get their information by watching what actually goes on in the world; they do not simply sit back in their armchairs and speculate about what might be true. Psychologists deal with objective information, with facts that can be counted, measured, and checked against one another. The term “behavior” in the definition means that psychologists are interested in observing the activity of living creatures. All kinds of activity, from eating to dreaming to the solving of problems, are included. Psychology is not limited to the study of human beings; all kinds of living creatures are included too. If you take courses in psychology, you will find that time is devoted to the study of animal behavior and what it implies about humans.

Even this very broad definition does not cover adequately all of psychology. Some work in psychology, for example Clinical Psychology, stresses changing behavior rather than simply studying it. Other areas of psychology may study endocrine nerve functions in addition to behaviors like talking or crying, etc. Perhaps the only way to completely describe the field is to say that *Psychology is what Psychologists do*.

What Psychology is and is not

- Psychology uses scientific methods to study behavior.
- There is nothing mystical about psychology. Theory and research play a critical role in the work of psychologists.

- The behavior studied may be human, or animal, normal or abnormal.
- Providing psychotherapy is just one of the jobs psychologists perform. Among other things that psychologists do is conduct research, teach, consult with industry and government, and do program evaluations.
- Psychologists are *NOT* the same as Psychiatrists. While their work sometimes overlaps, a Psychologist has a PhD, or a PsyD while a Psychiatrist goes to medical school, earns a MD degree and finishes a psychiatry residency.
- Psychology is *NOT* about mind control or brainwashing.
- Studying psychology will *NOT* by itself solve your emotional problems, nor will it allow you to solve your friends’ problems.

THE PSYCHOLOGY DEPARTMENT

OUR VISION

Our vision is to identify creative and empirically-supported strategies to continually support and promote quality undergraduate education in psychology with a focus on enhancing ongoing development of meaningful faculty-student engagement in the classroom, scholarship, and applied experiences. This is accomplished in an environment that encourages faculty development, scholarly activity, and contribution to the field of psychological science.

OUR MISSION

The mission of the Psychology Department at Buffalo State College is to nurture and advance an academic environment that:

- promotes the study of psychology as a behavioral science through a critical inquiry into the core content of the discipline and its application and
- supports scholarly activity which contributes to the discipline.

We recognize the diversity of students’ interests and needs by providing our student majors with an unparalleled comprehensive curriculum,

offering an array of individualized learning experiences, and serving students from related majors.

Our department is strongly committed to quality *undergraduate* education. We purposely have chosen not to develop a graduate program. Our programs, courses, physical facilities, and equipment are designed with the undergraduate in mind. In fact, we provide undergraduate students with opportunities and experiences that many other departments reserve for graduate students only, including teaching assistantships, internships, and research involvement.

Our department's approach to psychology is both theoretical and empirical. The emphasis is on training in laboratory and field research methods. The Psychology Department occupies two wings on the third floor of the Classroom Building. Our facilities are remarkably well equipped for involving the undergraduate student in research experiences. Several courses have laboratory sections associated with them, and students are always encouraged to actively involve themselves in the investigation of their own research ideas. We have a vibrant faculty of active scholars who are committed to undergraduate education. Many, if not all, faculty members actively work on research projects and grants.

The multitude of research and educational opportunities for students are described below.

THE DEGREES

Our Psychology Department offers **B.A.** and **B.S.** Degrees for the student majoring in psychology. One degree is not “better” than the other. The two degrees are designed to fit different student needs. Nearly all our students receive B.A. Degrees. Note that the way we have structured our major you automatically fulfill the Intellectual Foundation Writing requirement by taking PSY 450 and PSY 472.

The B.A. Degree requires 42 hours in psychology. We also offer an *Honors B.A. Degree* for those students who qualify. B.A. students receive a scientifically-oriented undergraduate preparation in psychology that

qualifies them to seek entry to graduate school or professional school, or to apply for jobs that require liberal arts training.

The B.S. Degree is designed for that handful of students who have well defined specialized career interests in specific areas. The B.S. seeks to promote a special mentorship relationship between the student and the faculty member in the area of specialization. Specialty areas are:

- biological psychology
- clinical psychology
- environmental psychology
- industrial/organizational psychology
- psychology of aging
- psychology of infancy

Depending on which specialty track, the B.S. requires 42 to 45 hours of psychology courses. Students in these programs receive a solid undergraduate preparation in psychology as well as at least nine hours of coursework in their specialty area. We also offer a 42 hour *Honors B.S. Degree* for those students who qualify.

Enrolling in the B.S. Degree Option. To enroll in any of the B.S. Degree specialties you must have a faculty sponsor and obtain the approval of the department's faculty. You must first be enrolled as a B.A. major before they can apply for the B.S. Degree programs. Students must be accepted into the B.S. program no later than the start of their senior year. **See your advisor.**

THE CURRICULUM

All Psychology Majors are *required* to take SIX courses. Introduction to Psychology (PSY 101) is the prerequisite for all other psychology courses. This introductory course examines research methods, principles of learning, sensation and perception, normal and abnormal personality, motivation, emotion, frustration, conflict, development, the biological bases of behavior, testing and social behavior. **YOU MUST PASS THIS COURSE WITH A GRADE OF “C” OR BETTER.**

Typically in their second or third year, Psychology Majors take *in sequence* 3 hours of Statistics (PSY 350 – formerly PSY 306) and 3 hours of Research Methods (PSY 450). **YOU**

MUST GET A GRADE OF C OR HIGHER IN STATISTICS (PSY 350) TO TAKE RESEARCH METHODS (PSY 450).

These courses provide the student with a foundation in the methods of psychology. Majors are also required to take a course on the History and Systems of Psychology (PSY 471). The final course required of the major is Seminar on Psychology (PSY 472) in which students get the opportunity to study and discuss in depth a topic of special interest in psychology.

Our required PSY 450 and PSY 472 courses are infused to meet the college's writing, information management and critical thinking requirements. Students also take *elective* courses in psychology. They are selected by advisement according to the curriculum outlined below. Other than PSY 101 Introduction to Psychology and PSY 350 Statistics, there is no minimum grade requirement for our required or elective psychology courses, other than passing the course. But remember to graduate as a Psychology Major you need at least an overall 2.0 average in the major.

Psychology Department Learning Outcomes

In developing the Psychology Major, the Department specifically defined eight learning outcomes for students. They are derived from the American Psychological Association's (APA) defined learning outcomes for undergraduate students, and reflect the professional and national consensus of the core learning outcomes. Our major requirements and our courses are designed to address these outcomes. These are the outcomes we want our students to meet or exceed after they complete the major:

- Students will demonstrate an understanding of the major historical schools of thought and approaches in psychology.
- Students will demonstrate mastery of APA technical report writing.
- Students will be prepared for careers related to psychology or graduate studies.
- Students will be able to select and critically evaluate existing literature in a given topic area of psychology.
- Students will demonstrate the ability to generate a scientific hypothesis in a given area

of psychology.

- Students will demonstrate the rudimentary skills to design and implement research to test scientific hypotheses.
- Students will be able to apply appropriate statistical techniques for a given research design.
- Students will demonstrate the ability to apply valid conclusions based on topic area, hypothesis, review of literature, and study outcomes.

These outcomes help define what we expect from you and what you should expect to receive from us during the course of your study here.

For Non-Majors. The department offers a Minor in Psychology (see Minor Curriculum below) and hosts the interdisciplinary Minor in Gerontology. To declare a Psychology Minor or a Gerontology Minor, see the Psychology Department Chair. We are proud to offer a broad variety of elective courses that serve various other majors on campus. *We invite all students to take our courses that complement their academic and career plans.*

Academic Misconduct

As stipulated in the college's Directory of Policies, "...all students at the college are expected to display honesty and integrity in completing course requirements and following college academic regulations. Academic misconduct refers to any form of plagiarism or cheating on examinations or assignments, and is inconsistent with the aims and goals of Buffalo State College."

We take academic misconduct very seriously in the Psychology Department, not only cheating on exams but plagiarism. As defined on the E. H. Butler Library web page: "...plagiarism is the submission or presentation of work, in any form, that is not one's own, without acknowledgment of the sources....When you use another person's words or ideas without clearly acknowledging the source of your information and giving proper credit, you are committing plagiarism. You must provide appropriate citations for all quotations, summaries, paraphrases, or any other work that is borrowed from others." (<http://library>).

buffalostate.edu/home/citationhelp)

Familiarize yourself with what is plagiarism and how to avoid it. If you have any questions, it is your responsibility to check with the course instructor before you hand in your paper or do a presentation. The library also offers style guides to help give proper credit to the work being citing. Faculty members may use the web-based service Turnitin, to detect plagiarism.

B.A. DEGREE CURRICULUM (39 credit hours)

A. Required Courses (15 credits)

PSY 101 Introduction to Psychology

PSY 350 Statistics in Psychological Research (*formerly PSY306; Prerequisite: Completion of college Mathematics/Quantitative Reasoning requirement – Note: this includes MAT options only and at the MAT114 level or higher*)

PSY 450 Research Methods (*Prerequisite: PSY 350 with a grade of C or better*)

PSY 471 History and Systems of Psychology (*Prerequisite: PSY 101 with a grade of C and 6 additional hours of Psychology*)

PSY 472 Seminar on Psychology (*Prerequisite: PSY 450*)

B. Content Courses (15 credits)

Students must choose 1 course each from groups A, B, C, D and E. *The prerequisite for all 300-level courses is PSY 101 with grade of C or better, unless otherwise noted.*

a. Biological and Cognitive Psychology

PSY 304 Learning: Theory and Research

PSY 308 Sensation and Perception

PSY 321 Comparative Animal Behavior

PSY 330 Psychological Power of Language

PSY 333 Brain and Behavior

PSY 340 Cognitive Psychology

b. Social/Personality Psychology

PSY 311 Personality: Theory and Research

PSY 325 Social Behavior

c. Developmental Psychology

PSY 301 Perspectives on Child Abuse and Advocacy

PSY 327 Adult Development and Aging I

PSY 355 Life-Span Developmental Psychology

PSY 356 Child Development

PSY 357 Adolescent and Young Adult Development

d. Clinical Psychology

PSY 392 Abnormal Psychology (*Prerequisite: PSY 101 with a grade of C or better and 3 additional hours of psychology*)

PSY 393 Abnormal Child Psychology (*Prerequisite: PSY 101 with a grade of C or better and 3 additional hours of psychology*)

e. Applied Psychology and Diversity

PSY 365 Psychology in the Workplace

PSY 367 Organizational Psychology

PSY 370 Environmental Psychology I

PSY 375 Forensic Psychology

PSY 376 Health Psychology

PSY 381 Psychology of Culture

PSY 382 Psychology of the Consumer

PSY 383 Psychology of Human Sexual Behavior

PSY 387 Psychology of Gender

PSY 388 Death and Dying

C. Advanced and Elective Courses by Advisement (9 credits)

Three additional courses (9 credits) are required. At least two courses must be at the 400-level. One course from the following list may count toward the major: PSY 488, PSY 495, PSY 496, PSY 498, PSY 499.

TOTAL REQUIRED CREDITS	39
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B.S. DEGREE CURRICULUM (39-42 credit hours)

A specialized B.S. Degree is offered in the following concentrations:

- biological psychology
- clinical psychology
- environmental psychology
- industrial/organizational psychology
- psychology of aging
- psychology of infancy

The B.S. program is designed for a very limited number of students who seek an intensive preparation in one of the above areas. Emphasis is placed upon intensive practicum work and independent study. Students have the opportunity to work with a faculty mentor.

Admission Requirements:

1. The student must be enrolled in the B.A. degree program and be in good academic standing at the college before they can apply to the B.S. program.
2. The student applying for the B.S. must have received at least a grade of B in the first course of the required sequence of B.S. courses
3. For guidance in the application process, all potential B.S. applicants must meet with the faculty coordinator for the specialized B.S. concentration in which they are interested.
4. The individual faculty member must then formally sponsor the student.
5. The student must be able to complete a minimum of one academic year of supervised work with the faculty sponsor in the B.S. program prior to graduation.
6. Final approval of acceptance into the B.S. program is based on approval of the candidate by the Psychology Department.

Total Required Credits for Specialized B.S. Degree in Psychology (39-42 credits)**Required Courses for all B.S. Psychology Degrees (18 credits)**

PSY 101 Introduction to Psychology	3
PSY 350 Statistics in Psychological Research (Formerly PSY 306).....	3
PSY 450 Research Methods.....	3
PSY 471 History and Systems of Psychology	3
PSY 472 Seminar on Psychology	3
PSY 499 Independent Study	3
OR	
PSY 495 Project	
OR	
PSY 488 Internship	

In addition, students are required to complete one of the following concentrations (21-24 credits). Note that at least two of the elective psychology courses for each concentration must be at the 400 level (excluding the courses listed above).

Biological Psychology B.S.	
Required Courses	18
Biological Psychology Concentration Courses (24 credits)	
<i>(take 5 of the following 7 courses by advisement)</i>	
PSY 304 Learning: Theory and Research	3
PSY 308 Sensation and Perception	3
PSY 321 Comparative Animal Behavior	3
PSY 376 Health Psychology	3
PSY 421 Physiological Psychology	3
PSY 441 Introduction to Neuropsychology	3
Elective Courses selected by advisement	9
TOTAL REQUIRED CREDITS	42
Clinical Psychology B.S.	
Required Courses	18
Clinical Psychology Concentration Courses (24 credits)	
PSY 311 Personality: Theory and Research	3
PSY 392 Abnormal Psychology	3
PSY 480 Psychotherapy: Theory, Research, and Procedures	3
PSY 481 Psychological Tests and Measurements.....	3
Elective courses selected by advisement	12
TOTAL REQUIRED CREDITS	42
Environmental Psychology B.S.	
Required Courses	18
Environmental Psychology Concentration Courses (24 credits)	
PSY 370 Environmental Psychology I.....	3
PSY 470 Environmental Psychology II	3
Elective courses selected by advisement	18
TOTAL REQUIRED CREDITS	42
Industrial/Organizational Psychology B.S.	
Required Courses	18
Industrial/Organizational Psychology Concentration Courses (24 credits)	
PSY 365 Psychology in the Workplace	3
PSY 367 Organizational Behavior.....	3
PSY 466 Personnel Psychology	3
Elective courses selected by advisement	15
TOTAL REQUIRED CREDITS	42
Psychology of Aging B.S.	
Required Courses	18
Psychology of Aging Concentration Courses (21 credits)	
PSY 327 Adult Development and Aging I.....	3
PSY 355 Life-Span Developmental Psychology.....	3
PSY 427 Adult Development and Aging II	3
Elective courses selected by advisement	12
TOTAL REQUIRED CREDITS	39
Psychology of Infancy B.S.	
Required Courses	18
Psychology of Infancy Concentration Courses (21 credits)	
PSY 355 Life-Span Developmental Psychology or PSY 356 Child Development.....	3
PSY 415 Competent Infant	3
PSY 417 Atypical Infant	3
Elective courses selected by advisement	12
TOTAL REQUIRED CREDITS	39

HONORS DEGREE IN PSYCHOLOGY CURRICULUM (42 credit hours)

Departmental honors are for students who are performing exceptionally well in their courses. The Departmental honors designation is an adjunct to either the B.A. or B.S. degree with an added emphasis on independent work, and requires that students conduct a comprehensive original research project under the supervision of a faculty mentor.

Special Admission Requirements

A 3.5 cumulative average in psychology with a minimum of 24 hours in psychology taken at Buffalo State is required. Transferred courses will be considered for credit toward a student's psychology requirements, but the grades from these courses will not be used in computing the cumulative average. A 3.25 cumulative average in all courses taken at Buffalo State is also a requirement. *If you are interested in an Honors Degree in Psychology, see your faculty advisor.*

B.A. Honors Degree

A 42-hour sequence of courses is required for the B.A. Honors Degree in Psychology. In addition to the required psychology courses and elective courses in psychology selected by advisement that are part of the B.A. degree curriculum (see above for B.A. degree curriculum) students also must take:

PSY 496 Honors Thesis (3 credit hours)

PSY 498 Honors Thesis II (3 credit hours)

PSY 496 may be used as a psychology elective course and PSY 498 is an additional required course.

Total required credit hours in Psychology for B.A. Honors Degree	42
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B.S. Honors Degree

A 42-hour sequence of courses is required for the B.S. Honors Degree in Psychology. In addition to the required psychology courses and the courses in the B.S. degree concentrations, *i.e., biological psychology, clinical psychology, environmental psychology, industrial/organizational psychology, psychology of aging and psychology of infancy* (see above for list of courses for each B.S. degree concentration), students also must take:

PSY 496 Honors Thesis (3 credit hours)

PSY 498 Honors Thesis II (3 credit hours)

PSY 496 and PSY 498 may be substituted, where applicable, for an elective course for the B.S. degree.

Total required credit hours in Psychology for B.S. Honors Degree	42
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Minor in Psychology

The field of psychology is broad and relevant to a variety of disciplines. The minor is offered for those students who wish to follow a systematic plan of study in psychology while completing a major in another department. Specifically, the minor is designed to give students a broad background in psychology. As designed, the minor is flexible and should meet the needs of many students. Accordingly, students should seek advisement to determine what courses would best suit their own particular interests and needs. To fulfill the requirements of the minor, students will be required to take 21 hours in psychology to be distributed in the following manner:

A. Required Course (3 credits)

- PSY 101 - Introduction to Psychology

B. Electives selected by advisement

1. Students must choose at least one course from **each** of the following **three** areas (9 credits). *The prerequisite for all 300-level courses is PSY 101 with grade of C or better, unless otherwise noted.*

a. Bio/Cognitive Psychology

- PSY 304 - Learning: Theory and Research
- PSY 308 - Sensation and Perception
- PSY 321 - Comparative Animal Psychology
- PSY 330 – Psychological Power of Language
- PSY 333 – Brain and Behavior
- PSY 340 - Cognitive Psychology

b. Social/Developmental Psychology

- PSY 325 - Social Behavior
- PSY 327 - Adult Development and Aging I
- PSY 355 - Life-span Developmental Psychology
- PSY 356 - Child Development
- PSY 357 - Adolescent and Young Adult Development
- PSY 370 - Environmental Psychology I

c. Clinical/Applied Psychology

- PSY 311 - Personality: Theory and Research
- PSY 365 - Workplace Psychology
- PSY 367 - Organizational Psychology
- PSY 375 – Forensic Psychology
- PSY 376 - Health Psychology
- PSY 392 – Abnormal Psychology (Prerequisite: PSY 101 with a grade of C or better and 3 additional credits of psychology)
- PSY 393 – Abnormal Child Psychology (Prerequisite: PSY 101 with a grade of C or better and 3 additional credits of psychology)

2. Students must complete three additional courses at the 300- or 400-level. At least one of these courses must be at the 400-level. (9 credits)

TOTAL REQUIRED CREDITS 21

Note: PSY 350 - Statistics in Psychological Research and PSY 450 – Research Methods are highly recommended for students planning to go to graduate school in Psychology or a related field.

Minor in Gerontology

The Gerontology Minor (formerly the Aging Minor) is a multidisciplinary minor that is administered through the Psychology Department and includes the Health Nutrition Dietetics, Economics, Psychology, Social Work, Sociology, and Speech-Language Pathology departments. The following are the requirements for the Gerontology Minor:

Required Courses

Total: 9 credit hours

	Cr. Hrs.	Prerequisites
PSY 327 Adult Development and Aging	3	PSY 101 (3 credit hours)
HEW 345 Wellness, Fitness and Aging	3	upper division status

Elective Courses:

Total: 9-12 credit hours

	Cr. Hrs.	Prerequisites
FIN 110 Personal Finance	3	completion of math competency
FIN 345 Estate Planning	3	upper division status
HEW 225 Introduction to Disease Prevention	3	none
NFS 102 Introduction to Nutrition	3	none
PSY 388 Psychology of Death and Dying	3	PSY 101
PSY 427 Adult Development and Aging II	3	PSY 327
SLP 220 Introduction to Communication Disorders	3	none, for non-SLP majors
SLP 405 Communication Disorders II	3	for SLP majors or by permission
SOC 352 Sociology of Aging	3	SOC 101 (3 credit hours)
SWK 321 Elderly and Social Services	3	upper division status
XXX 488 Internship/XXX 499 Independent Study	3	instructor permission

The total number of credits for the Gerontology Minor is 18-21 credit hours (including prerequisites) and no more than 9 credit hours from a student's major may be used to fulfill the Gerontology Minor requirements. The Gerontology Minor requires a 2.0 minimum cumulative grade point average, and allows a maximum of three courses of transfer credit. All elective courses are to be taken by advisement with the Gerontology Minor Advisor. If students wish to have an individualized experience, they are encouraged to do an internship (488) or independent study (499) as one of their electives. Any faculty member from any department can sponsor the individualized experience, as long as it has something to do with a topic in aging.

Child Advocacy Studies Training (CAST) Certification

Child Advocacy Studies Training (CAST) is a nationally recognized curriculum to train students how to effectively address child abuse and neglect in real world applications through Multidisciplinary Team coordination. At SUNY Buffalo State, CAST is a three-course certificate program designed to prepare undergraduate students from a variety of disciplines to recognize and respond to child abuse and neglect.

Required Courses (9 credit hours):

CAS 301/PSY 301: Perspectives on Child Abuse and Advocacy

Prerequisites: Junior or senior status; PSY 101 or CRJ 101 or SWK 220 or EXE 100 or Instructor permission
Introduction to child advocacy studies from a variety of diverse, professional perspectives. History, responses to child maltreatment, skills necessary to successfully conduct child advocacy, and other issues pertaining to child maltreatment and advocacy. Designed for students majoring in criminal justice, education, social work, sociology, psychology, or other areas where knowledge of child maltreatment and advocacy might be beneficial. Offered once a year during the fall semester.

CAS 302 Global Child Advocacy Issues

Prerequisites: CAS 301 or PSY 301

Fulfills IF Diversity requirement

Issues related to the lives of children in countries around the globe and immigrant and refugee children locally. Multidisciplinary approaches to advocacy with these populations. Designed for students majoring in criminal justice, education, psychology, social work, sociology, or other areas where knowledge of child maltreatment and advocacy might be beneficial. Offered once a year during the spring semester. This course may have a Service-Learning component and may require off-site engagement with the community during the semester.

CAS 401 Professional and Systemic Approaches to Child Abuse and Maltreatment

Prerequisites: CAS 301 or PSY 301, Junior/Senior standing

Child abuse and maltreatment including knowledge and skills identifying, investigating and prosecuting child abuse. Systems involved in responding to child abuse/maltreatment. Child witnesses, civil and criminal child protection cases. Offered once a year during spring semester. Please note this course will likely include guest speakers and off-site tours.

COMPREHENSIVE LIST OF PSYCHOLOGY COURSES

Credits

The prerequisite for all courses beyond Introduction to Psychology is PSY 101 with grade of C or better. Additional prerequisites are listed in parentheses.

PSY 101	Introduction to Psychology	3
PSY 120	Positive Psychology: Happiness, Hope, and Humor	3
PSY 205	Independent Reading	1
PSY 295	Research Experience in Psychology	1-3
PSY 304	Learning: Theory and Research	3
PSY 350	Statistics in Psychological Research (<i>Math/Quantitative Reasoning Requirement: MAT114 or higher</i>)	3
PSY 301	Perspectives on Child Abuse and Advocacy	3
PSY 308	Sensation and Perception	3
PSY 311	Personality: Theory and Research	3
PSY 321	Comparative Animal Psychology	3
PSY 325	Social Behavior	3
PSY 327	Adult Development and Aging I	3
PSY 330	Psychological Power of Language	3
PSY 333	Brain and Behavior	3
PSY 340	Cognitive Psychology	3
PSY 355	Life-Span Developmental Psychology	3
PSY 356	Child Development	3
PSY 357	Adolescent and Young Adult Development	3
PSY 365	Psychology in the Workplace	3
PSY 367	Organizational Behavior	3
PSY 370	Environmental Psychology I	3
PSY 375	Forensic Psychology	3
PSY 376	Health Psychology	3
PSY 381	Psychology of Culture	3
PSY 382	Psychology of the Consumer	3
PSY 383	Psychology of Human Sexual Behavior	3
PSY 384	Psychology of Aggression	3
PSY 385	Psychology of Personal Adjustment	3
PSY 387	Psychology of Gender	3
PSY 388	Psychology of Death and Dying	3
PSY 392	Abnormal Psychology (Formerly PSY 411; <i>Prerequisite: 3 additional hours of psychology</i>)	3
PSY 393	Abnormal Child Psychology (Formerly PSY 416; <i>Prerequisite: 3 additional hours of psychology</i>)	3
PSY 412	Community Psychology (<i>3 additional hours of psychology; PSY 392 recommended</i>)	3
PSY 415	The Competent Infant (<i>PSY 355 or PSY 356</i>)	3
PSY 417	Atypical Infant (<i>PSY 355 or PSY 356</i>)	3
PSY 421	Physiological Psychology (<i>3 additional hours of psychology</i>)	3
PSY 427	Adult Development and Aging II (<i>PSY 327</i>)	3
PSY 430	Psycholinguistics: Language Structures and Processes (<i>PSY 330 or PSY 340</i>)	3
PSY 432	Human Motivation and Emotion (<i>PSY 304 or PSY 376</i>)	3
PSY 435	Human Memory (<i>3 credits from any 300 level bio/cognitive course</i>)	
PSY 441	Introduction to Neuropsychology (<i>3 additional hours of psychology</i>)	3
PSY 440	Addictive Behaviors (<i>PSY 392; PSY 311 recommended</i>)	3
PSY 450	Research Methods (<i>PSY 350 with a grade of C or better</i>)	3
PSY 466	Personnel Psychology (<i>PSY 365 and PSY 367</i>)	3
PSY 471	History and Systems of Psychology (<i>9 additional hours of psychology</i>)	3
PSY 472	Seminar on Psychology (<i>PSY 450</i>)	3
PSY 480	Psychotherapy: Theory, Research, and Procedures (<i>PSY 311 or PSY 392</i>)	3
PSY 481	Psychological Test and Measurements (<i>PSY 350</i>)	3
PSY 488	Internship (<i>See Internship Coordinator</i>)	3-6
PSY 495	Independent Project	1-3
PSY 496	Honors Thesis I	3
PSY 498	Honors Thesis II	3
PSY 499	Independent Study	3-6

ADVISEMENT

Advising is a process where you and your faculty advisor work together to plan your future, not just your schedule.

Advising is not a meeting where we pick your courses for you. Instead, we have an open-door policy where you can make appointments throughout the year to discuss issues relevant to careers, graduate school etc. We will help make sure you have the right courses on your path to graduation, but we also want to make sure you have the appropriate experiences that will help you achieve your career goals.

All students must be advised at least once per semester in order to obtain the PIN that is necessary for registration.

The college has two systems in place: Degree Works, which generates student audit sheets (a list of the courses the student has taken and the degree requirements that the student has met), and Banner, which is the on-line course registration system. Both of these systems empower and involve the student in the advisement and registration process.

The advisement process is not about finding out if a course is "easy" or interesting. We assume that our majors can read the catalog and are familiar with the college and department's requirements for graduation. Advisement is so much more. It is about helping you with your career choices and making your academic plan as a Psychology Major. It is about whether graduate school is the best path for you and how to apply. It is about helping you decide whether you should apply for a B.S. in Psychology, whether you should do an internship or an independent study, if doing an Honors Thesis is for you, or what psychology elective courses best prepare you for your career choice. Do not wait until registration before you get to know your advisor.

First Year Students

First semester freshmen students have their schedule selected for them by the college. Also, first year students have a dedicated professional

advisor in Academic Commons. However, you will also be assigned a faculty advisor from the Psychology department and are encouraged to seek advisement here as well – who better to advise you about Psychology than the faculty in Psychology. Simply contact your advisor and make an appointment. As you approach registration, watch for emails and announcements about obtaining your registration PIN. First year students can obtain their PINs by attending a group advising workshop. These workshops provide information about the major and career and professional development that is geared to students early in their education. Workshop schedules will be publicized each semester.

First year students are advised to take PSY 101 (Introduction to Psychology) in their first semester. This is the prerequisite for all other psychology courses offered by the department. Once the student has taken this course and passed these with a grade of C or better, they can then choose from a variety of other 300 and 400 level courses in psychology.

Sophomores

In your second year, you may attend one of the group advising workshops or meet with your faculty advisor.

Juniors

By your junior year, you will be developing more specific questions about which opportunities are best for you and how to plan for life after college. While you may attend one of the group advisement sessions, it is recommended that you meet with your departmental faculty advisor.

Seniors

By your senior year, advising questions are very individualized. You should meet with your faculty advisor to plan for your future and to make sure that you are on track to graduate.

Tips for Transfer Students

If you have taken the equivalent of PSY 101, you should probably register for PSY 350 (Statistics in Psychological Research – formerly PSY 306) during your first semester on campus,

unless you have taken a similar course elsewhere, or unless you are transferring fewer than 60 credits. PSY 350 is the prerequisite to the PSY 450 (Research Methods) course that you are also required to take. Please refer to the college catalog for the prerequisites for all other psychology courses.

A minimum of four semesters is usually necessary for the transfer student to complete the psychology major requirements. Transfer students wishing to graduate in fewer than four semesters should consult an advisor in the Psychology Department or speak with the Psychology Department Chair.

Tips on Transferring Psychology Courses from Other Colleges

Students transferring from other schools usually receive college credit for many of the courses they have taken in psychology. Admissions and Records evaluate all transfer courses and place them on the audit sheet. The exception is courses in the major. The Psychology Department, at the student's request, evaluates each course individually to decide whether it will count toward the requirements of the psychology major. Courses for which there are no exact equivalents in our department or courses that do not fit into the psychology elective portion of our program will be used by the student as "All College Electives". Typically, the student who wishes to use a course from another college toward the psychology major should bring a copy of the course syllabus and the college catalog description of the course to a faculty member in the department who would normally teach the course in question. The faculty member evaluates the course and makes the decision of whether it is counted toward the requirements of the Psychology Major.

The exception to this is for students who transfer from other SUNY campuses. Courses specified on the SUNY Transfer Path for Psychology will transfer automatically. If they do not, please see the Department Chair. Additional questions regarding the evaluation of transferred psychology courses should be directed to the Psychology Department Chair.

Tips on Taking Psychology Courses at other Colleges while a BSC Student

If you are a student at Buffalo State College and you want to take psychology courses at another college, you, in some cases, can receive credit for them, but it is your responsibility to get permission **before** you enroll in these courses. See the Psychology Department Chair to get a signed permission form. If you do not get permission, there is a good chance that the course may not transfer in and be counted.

A Couple of Tips for Everyone

Academics come first. With families and jobs it is sometimes hard, but as a rule of thumb, students taking a psychology course should spend a minimum of three hours in preparation for every hour spent in class.

Always make sure you read the course syllabus carefully at the start of each course. The syllabus is the contract between you and the instructor. It tells you what to expect from the course, course requirements and deadlines, and the grading and attendance policies. Forewarned is forearmed!

BECOMING A MEMBER OF THE DEPARTMENT

The Psychology Department recognizes the importance of establishing and maintaining a sense of "community", and we work hard to help students feel that they are an integral part of this community. As such, we have continued to make a concerted effort to enhance the "out-of-classroom" environment for our students.

The secret to success is *get involved!* The following are some of the departmental activities that are available to you:

- **Hulicka Scholars Program.** The Hulicka Scholars program is designed to identify and support high achieving Psychology majors. The goal of the program is to introduce beginning students to the field and to the opportunities in our department and college and then to encourage them to take advantage of these opportunities throughout

their college careers. The program also seeks to build community among these students so that more advanced students will serve as role models for first and second year students. The program is named in memory of Dr. Irene Hulicka, founder of the Department of Psychology and former Dean of Natural and Social Sciences.

All Psychology majors in their second semester and beyond with both a Psychology GPA and overall GPA of 3.5 or higher will be invited to apply.

For more information, please see the department website or speak with any faculty member.

- **Psychology Club.** The Psychology Club is open to all students with an interest in psychology. It provides a primary vehicle for students to get involved in the social and academic life of the Psychology Department. Activities of the Club include sponsorship of: **Speakers Series**, field trips, "get acquainted" meetings, and fundraising activities. Club members are invited to provide feedback on faculty recruitment and promotion. The club is officially recognized as a student association by the Faculty Student Association of the college. A faculty advisor is assigned to the Club to provide supervision. *Dr. Naomi McKay is the advisor for 2018-2019.*
- **Psi Chi Honorary Society.** This is the international honorary society in psychology. The chapter is actively involved in the department and coordinates its activities with the Psychology Club. Psi Chi members are invited to provide feedback on faculty recruitment and promotion. Members of Psi Chi informally sponsor a Psychology Tutoring program. Recruitment to Psi Chi is by invitation. A faculty advisor is assigned to Psi Chi. *Dr. Stephani Foraker is the Advisor for 2018-2019.*
- **Tutorial Program.** Psi Chi members informally run a tutoring service for students

in psychology courses. Lists of qualified undergraduate tutors are maintained for many of our courses.

- **Society for Human Resource Management (SHRM).** The campus has an active SHRM chapter for those students who are interested in business careers or a career in Industrial Organizational Psychology. *See Dr. Robert Delprino for information.*
- **Psychology Students Interested in Community Outreach (PSICO)** is a charity drive run by the club members that helps disadvantaged families in the surrounding Buffalo State College neighborhood. *See Dr. Jean DiPirro.*
- **PSY 499 (Independent Study).** Students are extensively involved in research work via Independent Study. These research experiences provide an important "personal touch" for the Psychology Major. They also provide a cost-effective opportunity for students to learn advanced content and methods of psychology and to gain valuable "hands on" experience. The research experiences are designed to be flexible and to optimize the match between faculty and student interests. These research experiences have spanned the continuum of basic and applied research. Student research is conducted either in the laboratory or within the Buffalo Niagara Region. These research projects often result in "products" for students, such as presentations at regional and national conferences, or publication of articles in peer reviewed journals. Students are encouraged during advisement and in classes to approach faculty members with a research idea or merely with their desire to become involved in research.
- **PSY 488 Internship Program.** Students with a more applied focus can approach faculty members for sponsorship of an internship. Internships and internship sites are varied and reflect faculty breadth and student interests. Internship sites include community and clinical agencies, schools,

and businesses. The internship is designed to provide a blend of practical experience and academic rigor. Students placed in an applied setting receive supervised practical experience from the on-site supervisor. The student is also required to meet with the faculty sponsor on a regular basis and to write a scholarly paper related to the content area of their internship. A faculty member is designated as an Internship Coordinator. The Internship Coordinator oversees the supervision of students in their respective internship sites and recruits new potential community sites for the internship program. The Internship Coordinator also teaches a mandatory Internship Seminar for all interns which deals with the general issues involved in applied psychology (e.g., confidentiality), and the professional experiences common to all the students enrolled in the internship program for a given semester. *For 2018-2019, the Coordinator is Dr. Michael Zborowski.*

- **Teaching Internships.** The department provides interested students with a "teaching" internship aimed at helping students acquire teaching skills and learn more effective ways of organizing, preparing and presenting material. This internship is linked to a specific course being taught, and is especially germane to students planning to go to graduate school.
- **Faculty Supervised "Research Teams".** One outgrowth of the independent study and independent project activities of faculty and students is the development of "home grown" research teams by several faculty members. This reflects the intensity of faculty and student interest in the major and in cultivating an active research program. Students with an interest in a particular topic area of psychology have historically gravitated toward faculty members for independent studies/projects. The "research team" idea takes this one step further. Under the tutelage of the faculty member, students with similar interests form a team to study a research area in a systematic and on-going basis. This activity fosters a

"research tradition" among students at different stages in their major. The research teams foster a disciplined, programmatic study of a research question and develop an *esprit de corps* among students and faculty. Students have the experience of participating in all the facets of the research process, from the development of an idea to the write up of results.

- **Departmental Honors in Psychology.** The department responds to the needs of our high achievement students through its B.A. and B.S. Honors Degrees in Psychology. The Honors Degree in Psychology requires a two-semester experience that culminates in the student writing and defending an honors thesis. The first semester (PSY 496) is devoted to developing a research proposal and the second semester (PSY 498) focuses on conducting and writing up the research. The student's work is directly supervised by a faculty mentor and must receive the approval of an Honors Thesis Committee consisting of faculty in the department. This experience provides an advanced level exposure to the methods and discipline of psychology. Recruitment of students to the Honors Thesis is selective and students must have met the requirements of the Honors Program to be considered (see above).
- **Workshops and Informational Meetings.** Each semester there are a series of workshops and meetings sponsored by the Psychology Department, in conjunction with Psi Chi and the Psychology Club, for interested majors. At these workshops and meetings faculty present information about various individualized experiences available, e.g., Internships and Independent Study and Departmental Honors, graduate school options, applying to graduate school, taking the GRE examination and career opportunities in psychology and related fields.
- **Psychology Club Party.** A party conducted by the Psychology Club at the beginning and end of each semester provides an

opportunity for students and faculty to come together in a relaxed and festive atmosphere.

- **Annual Majors' Orientation Meeting and Social Hour.** It is held at the beginning of the academic year for the purpose of welcoming and introducing students and faculty, reviewing departmental resources and expectations, distributing informational materials regarding departmental and student services on campus, encouraging students to become active in the department, and, in general, kicking off the beginning of the academic year.
- **Annual Psi Chi Banquet.** Each spring Psi Chi conducts a banquet to honor the new students who were inducted into Psi Chi during the last year and the newly elected Psi Chi officers. Student nominees and recipients of the department's Outstanding Senior in Psychology Award, Dr. Esther McGinnis Award in Psychology, and Dr. Jack Morganti Award for Excellence in Service are also honored at this function.
- **Departmental Reception in Honor of Graduating Psychology Majors on Commencement Day.** This function for students and their families is held between the morning and afternoon commencement ceremonies. The reception provides a special and personal venue to recognize the accomplishments of our students, visit with one another, and to help build an "esprit de corps" among graduating seniors who will be future alumni.
- **Psychology Department Computer Lab.** Psychology Majors enrolled in psychology courses have the use of a full computer laboratory equipped with 10 computers, two laser printers and internet access. The lab is in CLAS A 320.
- **Departmental Student Awards.** The Psychology Department recognizes exceptional student academic performance and contributions to the community by three awards.

The David Vernon Bullough Outstanding Senior in Psychology Award is given each year to the graduating psychology major who reflects a balance of high academic achievement, and departmental involvement and service. Endowed by a former Dean of the Faculty of Natural and Social Sciences, Dr. Vernon Bullough, the award is named in honor of his late son.

The Dr. Esther McGinnis Award in Psychology is made possible by a generous contribution by Mrs. Rhodes in memory of her friend and teacher, Dr. McGinnis who taught at the College in the 1940s. The annual award recognizes exemplary academic achievement and excellence among the graduating psychology majors.

The Dr. Jack Morganti Award for Excellence in Service was created in honor of the memory of a former faculty member in psychology. Dr. Morganti was dedicated to service and excellence in academics throughout his career. This annual award is given to a graduating senior who has demonstrated excellence in academics and in service to the department, campus, and/or community.

These awards are taken very seriously by both students and faculty and help develop a spirit of excellence among our students. The selection of students for the awards is based on well-publicized and objective criteria, such as grade point average and citizenship, thus ensuring that students view the awards as earned accomplishments.

Keeping in Touch

- **Department Newsletter.** *The Random Sampler* - The Psychology Department publishes an e-newsletter approximately every two months, edited by Dr. Dwight Hennessy. Articles include scholarly accomplishments of students and faculty, calendar of events, activities of the Psychology Department, book reviews, and information about careers. The newsletter, in addition to serving as an information

conduit, helps build a sense of community among students and faculty.

- **Department Web Page.**
<http://psychology.buffalostate.edu/>
Dr. Jill Norvilitis is our web master.
- **Department's Facebook Page:**
Psychology at Buffalo State
If you are on Facebook
(www.facebook.com), follow us!

WHO WE ARE: FULL TIME FACULTY RESEARCH INTERESTS

ROBERT D. DELPRINO, PhD (*Assistant Dean School of Natural and Social Sciences*) Industrial/Organizational Psychology, Old Dominion University

Research Interests: Work and family issues, occupational health and workplace stress, the cost and benefit of occupational health initiatives, application of I/O Psychology to law enforcement and emergency service organizations.

JEAN M. DIPIRRO, PhD

Behavioral Neuroscience, State University of New York at Buffalo

Research Interests: psychostimulant-induced neural adaptations in neuropeptide neurotransmission in the forebrain and their role in behavioral adaptations associated with psychostimulant use and abuse, experience-induced adaptations in defensive and affiliative behaviors and the underlying neural and hormonal mechanisms mediating these adaptations, peptide and monoaminergic regulation of somatosensory (touch and pain) perception.

STEPHANI FORAKER, PhD Cognitive Psychology, New York University

Research Interests: Relationship between cognition and language, language comprehension, semantic representations used in language processing.

DWIGHT A. HENNESSY PhD, Chair

Social and Personality Psychology, York University
Research Interests: Aggression, violence, vengeance (including female aggression, driver and workplace aggression), daily hassles, stress & coping (work and driver stress), traffic psychology, scientific racism, gender roles, consumer psychology.

KIMBERLY KAMPER-DEMARCO, PhD

Clinical Psychology, State University of New York at Buffalo

Research Interests: development of the forms and functions of aggressive behavior; peer victimization in children and adolescents; peer relationships; self-regulation; developmental psychopathology.

JURGIS KARUZA, PhD, Social Psychology
Wayne State University and Specialist Certificate in Psychology of Aging, Wayne State University/
University of Michigan

Research Interests: Models of helping and coping, geriatric health care research, including physician practice patterns, long term care, quality of life and patient empowerment, and program evaluation.

MICHAEL G. MACLEAN, PhD Clinical

Psychology, Arizona State University

Research Interests: Etiology and prevention of substance use-related problems, coping and affect, adolescent and young adult development, adolescent

homelessness, public beliefs about alcohol dependence.

NAOMI J. MCKAY, PhD

Behavioral/Health Psychology, State University of New York at Buffalo

Research Interests: Ingestive behaviors; the effect of water intake on energy intake; the mediating effect of feeding-related hormones on the relationship between water and food; Other external and internal factors that influence our food intake.

JILL M. NORVILITIS, PhD Clinical Psychology, Wayne State University

Research Interests: Emotional competence in children with Attention Deficit-Hyperactivity Disorder, college student debt, cross-cultural issues in ADHD and in student debt.

KAREN O'QUIN, PhD Social Psychology, Michigan State University

Research Interests: Conformity, self-esteem, helping behavior, and psychology of humor, job security, belief in a just world, computer attitudes, creative productivity, research methodology.

HOWARD M. REID, PhD Experimental Psychology, University of Maine

Research Interests: Neuropsychology (especially issues related to lateralization, such as handedness, stuttering, creativity and perception), history of psychology and learning/memory.

PAMELA SCHUETZE, PhD Developmental Psychology, Virginia Tech

Research Interests: Development in infants and toddlers, influence of typical and atypical prenatal and early postnatal experiences (especially the effect of prenatal drug exposure and breastfeeding) on behavioral and physiological development.

MICHAEL J. ZBOROWSKI, PhD Clinical Psychology, Ohio University

Research Interests: Psychopathology (including schizophrenia and schizophrenia-spectrum disorders, personality disorders/character pathology, and post-traumatic stress disorder), with particular respect to diagnostic assessment, treatment efficacy, etiological and/or predisposing factors, and the early identification of risk; empirical investigation of psychoanalytical theory; assessment of object relations; personality development throughout the lifespan; psychology of trauma and aggression; and research methodology

HOW TO REACH US

Department of Psychology

Classroom Building C 312

Buffalo State College

1300 Elmwood Avenue

Buffalo, NY 14222

Phone: 716-878-6215

Fax: 716-878-6228

<http://psychology.buffalostate.edu/>

psychology@buffalostate.edu

Psychology Department Directory

2020-2021

Name	Title	Office <i>(Classroom Building)</i>	Phone <i>(716)</i>	Email <i>(@buffalostate.edu)</i>
Full Time Faculty				
Dr. Robert Delprino	Professor	C 306	878-6669	delprirp
Dr. Jean DiPirro	Associate Professor	C 316	878-4317	dipirrijm
Dr. Stephani Foraker	Associate Professor	A 309	878-6027	forakesm
Dr. Dwight Hennessy	Professor & Chair	C 312	878-5532	hennesda
Dr. Kimberly Kamper-DeMarco	Associate Professor	C 308	878-3421	kamperke
Dr. Jurgis Karuza	Professor	C 301	878-6404	karuzaj
Dr. Michael MacLean	Associate Professor	C 317	878-3100	macleamg
Dr. Naomi McKay	Assistant Professor	A 308	878-3012	mckaynj
Dr. Jill Norvilitis	Professor	C 318	878-3145	norviljm
Dr. Karen O'Quin	Professor	A 302	878-4139	oquink
Dr. Howard Reid	Professor	C 314	878-4502	reidhm
Dr. Pamela Schuetze	Professor	C 305	878-4022	schuetp
Dr. Michael Zborowski	Associate Professor	C 307	878-3011	zborowmj
Staff				
Ms. Karen Skoney	Secretary	C 312	878-6215	skoneyka

SOME MORE THINGS TO KNOW

Pass-Fail System

- Students may take one course a semester Pass Fail.
- Basic skills courses or any course required for completion of a major or minor cannot be taken on a Pass/Fail basis.
- No more than 18 hours of pass/fail credit may be applied toward a degree.
- An instructor may choose to substitute a letter grade for "pass" if they receive the form to do so from the student before the end of the semester.
- You can get pass/fail forms in the Department Main office. Fill out the form **and take it to your advisor to be signed.**

Final Exams

All psychology classes meet during the Critique and Evaluation Week at the end of the semester. It is a college requirement. Typically, final examinations are given then. You can find out when (day and time) your class meets during Critique and Evaluation Week by looking it up in your Undergraduate Course Schedule (the one you use when you register for your classes).

DEADLINES AND TIMETABLES

Every semester there is a deadline for:

- Final Registration
- Late Registration
- Cross Registration
- Schedule Adjustment (Drop Add)
- Independent Study, Independent Project, Internship and Course by Contract
- Undergraduate Degree Application
- E Repeat Notification
- Change of Major
- Pass/Fail
- Registration for Following Semester
- Leave of Absence
- Withdrawal From a Course
- Submission of Incomplete Grades

Check the undergraduate class schedule for specific dates.

RECOMMENDED TIMETABLE (Roadmap)

FIRST YEAR

- In September, meet advisor. If you do not know who your advisor is, check Banner or Degree Works to find out. With your advisor, work out an "academic plan" for yourself.
- Begin fulfilling the intellectual foundation Basic Writing and Mathematics/Quantitative Reasoning requirements (unless exempt). The Mathematics/Quantitative must be a MAT course and at the MAT114 level or higher to count as a prerequisite for PSY 350 (statistics).
- Select courses that fulfill the intellectual foundation requirements
- Think about taking foreign language (if needed).
- Take PSY 101 (Introductory) Fall semester. You must get a grade of C or higher.
- Take no more than one PSY course Spring semester based on advisement.
- Keep in contact with your advisor.

SOPHOMORE

- Think hard about taking in PSY 350 (Statistics).
- Continue taking Psychology Content courses.
- Start thinking about taking PSY 450 (Research Methods) after PSY 350. **YOU MUST GET A GRADE OF C OR HIGHER IN STATISTICS (PSY 350) TO TAKE RESEARCH METHODS (PSY 450).**
- Continue fulfilling the intellectual foundation requirements.
- Keep in contact with your advisor.

JUNIOR

- Make sure you have begun foreign language.
- Make sure you have taken PSY 350 Statistics (preferably by Fall semester).
- Highly advised to take PSY 450.
- Finish up 300-level courses and start 400-level PSY elective courses.
- Think about taking PSY 471 (History and Systems).
- Have a preliminary senior degree checklist completed when you are a second semester junior. Make sure you are well on your way to fulfilling your intellectual foundation requirements. Don't forget that you also need to complete "all-college-elective" courses too.
- Keep in contact with your advisor. Discuss Internships, Independent Projects, and Honors Thesis as options, graduate school and career choices.

SENIOR

- Finish all intellectual foundations and all-college-elective courses.
- Finish all PSY requirements.
- Take PSY 472 (Seminar in Psychology).
- Apply for graduation. The deadline is very early in the semester, so be sure to be aware.
- Keep in contact with your advisor -- make sure a final senior degree checklist is completed and you have met all requirements.

ACADEMIC ROADMAP
Psychology

Freshman Year

FIRST SEMESTER			SECOND SEMESTER		
Course Title	Catalog Number	Prerequisite(s)	Course Title	Catalog Number	Prerequisite(s)
Introduction to Psychology	PSY 101		No more than one PSY course		PSY 101
Intellectual Foundations (IF) course(s)			IF course(s)		
College Writing I	CWP 101		Mathematics/Quantitative Reasoning		
			College Writing II	CWP 102	

Sophomore Year

THIRD SEMESTER			FOURTH SEMESTER		
Course Title	Catalog Number	Prerequisite(s)	Course Title	Catalog Number	Prerequisite(s)
Psychological Statistics	PSY 350 (formerly PSY 306)	Math/Quantitative Reasoning (see notes)	Research Methods in Psychology	PSY 450	PSY 350
300-level PSY elective(s)			300-level PSY elective(s)		
IF course(s)					
			IF course(s)		

Junior Year

FIFTH SEMESTER			SIXTH SEMESTER		
Course Title	Catalog Number	Prerequisite(s)	Course Title	Catalog Number	Prerequisite(s)
300-level PSY elective(s)			History & Systems of Psychology	PSY 471	PSY 101 and 6 additional PSY credit hours
400-level PSY elective			400-level PSY elective		
			All College Electives (if needed)		
All College Electives (if needed)					

Senior Year

SEVENTH SEMESTER			EIGHTH SEMESTER		
Course Title	Catalog Number	Prerequisite(s)	Course Title	Catalog Number	Prerequisite(s)
400-level PSY elective of PSY488 Internship or PSY 499 Independent Study or PSY 496 Honors Thesis I			Senior Seminar on Psychology	PSY 472	PSY 450
All College Electives (if needed)			All College Electives (if needed)		

NOTES:

1) A grade of C or higher is required in PSY 101 and PSY350; 2) Math/Quantitative Reasoning course is limited to MAT courses only and only at the level of MAT 114 or higher in order to qualify as a pre-requisite for PSY 350 (Psychological Statistics)

A Guide to Where to Get Your Questions Answered

Questions about:	Responsible Office/Department	Phone
Academic Policies & Regulations	Academic Standards & Certification	878-5222
Admissions Questions	Admissions	878-4017
Academic Appeals	Academic Standards & Certification	878-5222
Advisement in Psychology	Your Advisor in Psychology Department	878-6215
Assistance in Basic Skills and Tutoring	Academic Skills Center	878-4041
Tuition Billing, Fee Payment	Bursar	878-4121
Career Counseling (resume writing, job interviewing skills, information on careers)	Career Development Center	878-5811
College Catalog Copies	Admissions	878-5511
Counseling, Personal	Counseling Center	878-4436
Course Challenges	Academic Standards & Certification	878-5222
Course by Contract (Psychology)	Psychology Department	878-6215
Degree, Applications for	Registrar	878-4811
Disabled Services	Academic Skills Center	878-4041
Escort Service to Vehicle or Dorm Room	University Police	878-6333
Financial Aid, Eligibility, Application, etc.	Academic Standards & Certification or Financial Aid Office	878-5222, 4901
First Aid and Medical Assistance	University Police & Health Center	878-6333, 6711
Grade Reports	Registrar	878-4811
Graduate School Applications	Graduate Studies	878-5601
Graduate Record Exam Applications	Graduate Studies	878-5601
Leave of Absence	Psychology Department	878-6215
National Student Exchange Program	Special Programs	878-4328
Overseas Study Program	International Education	878-4620
Petitions, Academic Appeals	Academic Standards & Certification	878-5222
Records, Student	Registrar	878-4811
Security	University Police	878-6333
Sexual Harassment Complaints	Equity & Campus Diversity	878-6210
Sexuality Center	Health Center	878-6715
Student Accounts	Student Accounts	878-4301
Student Activities: What, Where & When	Student Union Information Center	878-6511
Student Government	United Student Government	878-6701
Student Records	Records & Registration	878-6121
Study Skills Assistance	Academic Skills Center	878-4041
Transcript Evaluation	Admission	878-5511
Tutoring for EOP Students	Educational Opportunity Program	878-4233
Vocational Interest Inventories	Counseling Center	878-4436

A FEW WORDS ON CAREER OPPORTUNITIES

With a degree in psychology as with other liberal arts degrees, you are prepared to take jobs which require general training: in business, in banking or the stock market, in publishing houses and so on. If you want to work in psychology, you can work as a research assistant to a more highly trained person, or in various support positions in hospitals or clinics. With a B.A. or B.S. Degree only, you will have to be supervised by someone with more training, whatever psychological work you do.

Unlike some other disciplines, a B.A. or B.S. degree in psychology *is not* a professional degree. In order to get a more responsible and higher paying job in psychology, such as, alcohol counselor, research assistant, school counseling, or school psychologist, it will be necessary to earn an M.A. degree which will require approximately one to two years beyond the bachelor's degree.

It is important to note that the terminal degree for psychology is the doctorate (i.e., PhD or PsyD). Generally, if you wish to pursue a professional career in psychology you will need to have a doctorate. To work as a clinical psychologist, senior researcher, or college professor, it will be necessary to earn a doctorate.

Graduate School: Is it right for you?

Earning a doctorate in psychology requires at least four years of full time graduate training in a doctoral program after you graduate with your undergraduate major. Pursuing graduate training is not for everyone. Many valid career choices do not require the expense and time commitment involved in receiving a graduate degree. *You need to talk to your faculty advisor no later than your junior year* about your career choices and whether graduate school is the right step for you. Also, check out the information and counseling available at the Career Counseling Center on campus (see their handout below).

Getting into a graduate program is not automatic. Graduate programs are competitive and there are multiple steps in the application process, such as taking the Graduate Record Examination (GRE) and getting letters of support. Some students successfully combine an undergraduate Psychology Major with graduate study in a related discipline such as Social Work, Health Policy, or Business Administration. Our faculty members are there to help you, but they can help you only if you approach them ahead of time.

Our students have had a solid track record of success in getting into graduate programs, but that requires planning and commitment. Getting involved in the department, taking rigorous courses both in psychology and in other disciplines, keeping up your grade point average, participating in research activities, and developing a mentorship relationship with a faculty member are among the keys to success.

While there is much discussion lately, the reality is that nearly all graduate programs require you to take standardized tests such as the GRE. Like it or not, your chances of getting into a graduate program are maximized, if you do well on these tests. There are things you can do to improve your performance. It is important to start preparing early by taking the right courses, and practicing taking the test. Again, it is never too soon to talk to your advisor about your graduate school options and how to maximize your chances

Some Areas of Specialization

Any person who is called a psychologist is a specialist in some specific area. Here is a brief list of some of the possible specialties:

- Clinical Psychology focuses on disturbances of human behavior (for example, neuroses or psychoses), how they develop, and how they can be treated. A clinical psychologist might work as a psychotherapist.
- Cognitive Psychology studies the ways in which people gain knowledge about the world and how that knowledge is represented, stored, retrieved, transformed and related to other behaviors.

- Developmental Psychology studies the development of behavior from birth through old age; the growth of intelligence and the development of personality patterns are special topics in this field.
- Environmental Psychology deals with the impact of the physical environment on individual and group behavior. An environmental psychologist might examine the impact of seating patterns on interaction or of a building design on user satisfaction.
- Forensic Psychology is the application of the science and profession of psychology to questions and issues related to law and the legal system.
- Health Psychology studies the relationship between psychological factors, especially stress and coping, and health and illness.
- Industrial/Organizational Psychology applies the methods and principles of psychology to the work environment. The principles of psychology are applied to the testing and selection of employees, measurement of leadership skills, as well as other areas of the work environment.
- Neuropsychology attempts to study the particular brain mechanisms that are responsible for human cognitive processes. Neuropsychologists are involved in diagnosing brain damage and neurological disorders in human patients.
- Physiological Psychology investigates the relationship between behavior and the nervous system and endocrine glands. A physiological psychologist might study how damage to certain parts of the brain affects eating and drinking, for example.
- Psychology of Aging investigates the various psychological processes that change as a function of age. Special topics in this area include cognitive processes of aging; motivation and age; changes in social roles and social behaviors of the aged.
- Psychology of Learning looks at the ways in which behavior is systematically changed because of experience. A learning psychologist might study how long it takes a rat to learn a maze, or how best to teach a child something in school.
- Psychology of Perception studies the sense organs and the ways in which the different senses (e.g., hearing, seeing, tasting) function, and how we interpret evidence from our senses.
- Psychology of Personality focuses on the determinants of personality, what makes up a person's personality, and the ways in which people are similar and different. A personality psychologist might investigate whether the firstborn child in a family is more sociable than the last born.
- Social Psychology studies the behavior of humans as members of groups. A social psychologist might study prejudice or the spread of rumors.

Career Development Center

Buffalo State College
State University of New York
CLEV 306 (716) 878-5811
askcdc@buffalostate.edu
<http://cdc.buffalostate.edu>



Some career possibilities:

Admissions Clerk	Employment Interviewer	Recreation Worker
Advertising Copywriter	Health Educator	Research Assistant
Case Worker	Management Trainee	Residential Aide
Correction Officer	Media Buyer	Sales Representative
Customs Inspector	Mental Health Aide	Youth Counselor
Day Care Supervisor	Personnel Administrator	
Developmental Specialist	Probation Officer	
Drug Counselor	Psychiatric Assistant	

Psychology is the study of human behavior and the improvement of human adjustment to life, and includes the psychological, social, and biological functions relating to behavior. There is great diversity in the type of work found within the field, allowing for many different personal qualities and aptitudes. Students in the undergraduate major of psychology usually fall into three broad categories: 1) those who want a general background in psychology, but do not intend to seek employment or further education in the field; 2) those who wish to apply the principles and techniques of psychology in an employment situation; and 3) those who want to work in the field and become psychologists. This third option requires a graduate education.

Skills in evaluating, analyzing, interpersonal relations, and communication allow you to work at many different types of occupations with a bachelor's degree in psychology. Your most important task is to determine in what field you want to work. If interested in working outside the field of psychology, i.e., business, industry, law, advertising, etc., you should take elective undergraduate courses that will allow you to enter that particular field; or, consider a double major or a minor. An internship or volunteer work in your chosen area will further enhance your employability.

If you want to work in the field of psychology without pursuing an advanced degree, consider the helping para-professions. Paraprofessionals often function under the supervision of someone with an advanced degree. They are often involved in direct contact with clients, and sometimes perform many of the same duties as those with more education. However, those with only a bachelor's degree usually start at the bottom and may be limited in the range and depth of the work. Usually they specialize in one type of client, i.e., elderly, emotionally or physically disabled, substance abusers, juvenile delinquents, the unemployed, the abused, criminal offenders, those with mental disorders, etc. Advancement usually requires further education. To demonstrate your potential to future employers in the helping fields, it is important to do an internship or volunteer work within your chosen area of interest.

Experience gained through the honors psychology program, an independent research study, and a high G.P.A. - (overall and in your major) will be helpful if you plan on graduate school. Also, gain practical experience in some area of psychology. Admission to graduate school is extremely competitive; therefore, solid academic references and a high Graduate Record Exam (GRE) score will be necessary. Employment of psychologists is expected to increase faster than average for all occupations.

Broad areas of employment are:

BUSINESS/INDUSTRY: There are many employment opportunities in business and industry in the broad areas of retail, manufacturing, hotels, banks, entertainment, advertising, media, and publishing. Work can be found in management, sales, personnel, marketing, finance, public relations, consumer education, journalism,

etc. Knowledge and skills learned in undergraduate psychology programs apply to almost any type of work - especially work focusing on people. However, many of the above-mentioned areas do require that you also take electives more closely applicable to your career objective.

NON-PROFIT/COMMUNITY ORGANIZATIONS: Employment in this sector is with organizations whose public service is educational, religious, social, charitable, cultural, or scientific in nature. Most non-profit community organizations hire employees with abilities in fund raising, grant writing, program evaluation, public relations, education, and service provision. As in the other areas, it is necessary to plan ahead and pursue elective courses supporting your career objectives in these fields.

GOVERNMENT: There are a wide variety of opportunities for psychology majors at every level of government - federal to local. Work in government falls into the categories of research, social service, personnel, and management, or in categories that are more specific to the work of the particular agency. Position titles do not necessarily describe the work, and like titles at different agencies may have different duties. Most libraries have reference materials that list descriptions of government positions.

EDUCATIONAL INSTITUTIONS: Employment opportunities in the field of education, outside the role of certified teacher, are found in private and public schools, colleges, universities, technical and business institutions, training services, and churches. Personnel, administration, student services, public relations, and research and development are some of the areas in which psychology majors might find work.

HEALTH CARE: A variety of employment opportunities can be found in hospitals, psychiatric centers, rehabilitation residences and service organizations, nursing homes, health maintenance organizations, outpatient clinics, college health centers, and private offices. The varied types of positions are in administration, personnel, volunteer services, education, public relations, and in paraprofessional occupations.

The number of employment opportunities open to you with a bachelor's degree in psychology may seem overwhelming. You will need to identify your area of interest and take electives and internships related to that objective. Make sure to show a progression of difficulty in coursework by taking advanced level courses. To further contribute to your first-hand experience and employability, consider also summer and part-time jobs and volunteering in your area of interest. These combined experiences should begin early in your undergraduate program. They will also help you decide if the particular type of work is satisfying, and can help you identify some possible job titles, their responsibilities, and the level of education needed.

Working with professors on their clinical work, research, and program planning is also helpful in gaining practical experience, as well as in pursuing graduate school. To expand your network, consider joining the Psi Chi Honor Society and/or psychology clubs and organizations. Student membership in the national and state levels of the American Psychological Association will provide resources for identifying issues, concerns, and directions of the broad field of psychology.