PSYCHOLOGY DEPARTMENT

BUFFALO STATE • The State University of New York

Major Guide to Psychology

2026 - 2027

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 simple 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. And Psychology is not limited to the study of human beings; we offer a number of courses 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, typical or atypical.
- Providing therapy 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 psychological problems, nor help you solve the problems of your friends and family.

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, as well as student scholarship, and opportunities for 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 University 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 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 so as to dedicate all of our efforts to undergraduate students. 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 applied. Throughout, there is an empirical focus, with an emphasis upon training in laboratory as well as applied settings. Our facilities are remarkably well equipped for involving the undergraduate student in research experiences, and several of our courses have laboratory sections associated with them. Students are always encouraged to actively involve themselves in the investigation of their own research ideas, supported by a vibrant faculty of active scholars who are committed to undergraduate education.

The multitude of research and educational opportunities for students are described in the following pages.

THE PSYCHOLOGY DEGREE PROGRAMS AT BUFFALO STATE

NOTE: The Department of Psychology has revised its BA and BS programs. Any student entering the major after Fall 2024 will be under these new program requirements. Any student admitted prior to Fall 2024 will continue under the previous degree requirements (which can be found in the 2023-2024 Major Guide) unless they request to switch to the new 2024 degree requirements.

Our Psychology Department offers a **B.A. in Applied Psychology** and **B.S. in Psychological Science**. However, it should be noted that one degree is not "better" than the other. The two degrees are designed to fit different student needs. The majority of our majors receive B.A. Degrees.

The B.A. in Applied Psychology Degree requires 36 credit hours in psychology. The BA is focused on serving students who would like to pursue applied careers in psychology and related fields, including those potentially looking to enter the field with a bachelors or masters degree. While this degree is still rigorous and data/evidence based, it is designed to give students more experience in the field, greater skill at evaluating and using scientific data (rather than generating those data), and increased training in professional skills. BA students may engage in their own individualized research projects, but they are not required.

The B.S. in Psychological Science Degree requires 42 credit hours in psychology. The B.S. degree is designed for students planning to pursue graduate education and careers that include or rely on a higher degree of research training and experience. The elective requirements are the same as those for the BA, but the required courses emphasize research methodology and experiences to a greater extent As a result, B.S. students are required to engage in an extra 3 credits in either research or internship-based courses.

All students enter the Psychology Department through the B.A. program in Applied Psychology. Students may enter the B.S. program in Psychological Science following the completion of PSY 350 Statistics with a minimum grade of B- (requires a change of major form submitted to the Psychology Department).

THE BA IN APPLIED PSYCHOLOGY PROGRAM CORE CURRICULUM

All majors in the Psychology BA Program are *required* to take FOUR core courses (PSY 101 Intro, 350 Statistics, 360 Evaluating Psychological Science, 468 Professional Skills in Psychology). Introduction to Psychology (PSY 101) is a 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 PSY 101 WITH A GRADE OF "C" OR HIGHER TO REMAIN A PSYCHOLOGY MAJOR.**

Although not required, it is highly recommended that students take Psychological Science Fundamentals (PSY 250) in their first or early in their second year in order to better prepare for taking PSY 350 Statistics and PSY 360 Evaluating Psychological Science. PSY 250 provides an overview of the discipline of psychology, the essential skills needed to flourish in the major, and it includes an expanded discussion of the science of psychology. It includes topics such as how to be successful as a psychology major, language and structure of research as a process of scientific inquiry, analysis and evaluation of research articles, fundamentals of writing in the discipline, careers in psychology and ethical principles. PSY 101 (with at

least a grade of C) is the prerequisite for PSY 250. Transfer students may take PSY 250 concurrently with PSY 350 or PSY 360 with instructor permission.

All students in the BA Program are required to complete at least one PSY course designated as a service-learning course, internship, or special project to ensure that they will gain applied experience.

Our required PSY 360 and PSY 468 courses are infused to meet the university's writing, information management and critical thinking emphasis. Students also take *300/400 level PSY elective* courses in psychology. They are selected by advisement according to the curriculum outlined below. Other than PSY 101 Introduction to Psychology, there is no minimum grade requirement in the BA program for our required or elective psychology courses, other than passing the course. But remember, to graduate as a Psychology Major you need at least a 2.0 average overall and in the major.

THE BS IN PSYCHOLOGICAL SCIENCE PROGRAM CORE CURRICULUM

All in the Psychology BS Program are *required* to take FIVE core courses (PSY 101 Intro, 350 Statistics, 450 Research Methods, 471 History and Systems, 472 Senior Seminar). 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 PSY 101 WITH A GRADE OF "C" OR HIGHER TO REMAIN A PSYCHOLOGY MAJOR AND YOU MUST ACHIEVE A GRADE OF B- OR HIGHER IN STATISTICS (PSY 350) TO BE ADMITTED INTO THE BS PROGRAM.**

Although not required, it is highly recommended that students take Psychological Science Fundamentals (PSY 250) in their first or early in their second year in order to better prepare for taking PSY 350 Statistics and PSY 450 Research Methods. PSY 250 provides an overview of the discipline of psychology, the essential skills needed to flourish in the major, and it includes an expanded discussion of the science of psychology. It includes topics such as how to be successful as a psychology major, language and structure of research as a process of scientific inquiry, analysis and evaluation of research articles, fundamentals of writing in the discipline, careers in psychology and ethical principles. PSY 101 (with at least a grade of C) is the prerequisite for PSY 250. Transfer students may take PSY 250 concurrently with PSY 350 or PSY 450 with instructor permission.

All BS students are required to complete at least one PSY course that is focused on individualized research or internship experiences. These include PSY 458 Advanced Research Methods, PSY 488 Internship, PSY 495 Special Project, or PSY 499 Independent Study.

Our required PSY 450 and PSY 472 courses meet the university's writing, information management and critical thinking emphasis. Students also take *300/400 level PSY 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 in the BS program for our required or elective psychology courses, other than passing the course. But remember, to graduate as a Psychology Major you need at least a 2.0 average overall and in the major.

THE 300/400 LEVEL PSY ELECTIVES CURRICULUM (BOTH BA & BS STUDENTS)

All Psychology Majors must complete at least one course from each of our major core content areas. These consist of Bio/Cognitive Psychology, Social/Personality Psychology, Developmental Psychology, Clinical Psychology, Applied/Diversity Psychology. Students also take three more courses by advisement, of which at least two must be 400 level (excluding courses from the core curriculum listed above). **The course offerings in each of the elective categories are the same for both BA and BS students.**

PSYCHOLOGY DEPARTMENT LEARNING OUTCOMES

The Psychology Major is designed to achieve eight learning outcomes for all majors. 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 for a psychology 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 section in this guide) and hosts the Child Advocacy Certificate. To request entrance into the Psychology Minor or Child Advocacy Certificate programs, please see the Psychology Department Chair.

We are also 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 university's Directory of Policies, "…all students at the university are expected to display honesty and integrity in completing course requirements and following university 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 University."

We take academic misconduct very seriously in the Psychology Department, including cheating on exams and 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 cited. Faculty members may use a web-based service, such as Turnitin, to detect plagiarism.

B.A. IN APPLIED PSYCHOLOGY DEGREE CURRICULUM (36 credit hours)

A. Required Courses (12 credits)

PSY 101 Introduction to Psychology (*Note: majors must receive a grade of C or higher*)
PSY 350 Statistics in Psychological Research (*prerequisites: PSY101 with at least a grade of C, at least sophomore status and completion of university Mathematics/Quantitative Reasoning requirement – Note: this includes MAT options only and at the MAT111 level or higher)*
PSY 360 Evaluating Psychological Science (*Prerequisite: PSY 350)*
PSY 468 Professional Skills in Psychology (*Prerequisite: PSY 360)*

** SPECIAL NOTE: Although not required, it is recommended that students take PSY 250 Psychological Science Fundamentals prior to taking PSY 350 Statistics as preparation for that course. Transfer students may take PSY 250 concurrently with PSY 350 or PSY 360 with instructor permission.*

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 310 Behavior Modification
PSY 365 Psychology in the Workplace
PSY 367 Organizational Psychology
PSY 370 Environmental Psychology I
PSY 375 Forensic Psychology
PSY 376 Health Psychology
PSY 379 Psychology of Money
PSY 381 Psychology of Culture
PSY 382 Psychology of the Consumer

PSY 383 Psychology of Human Sexual Behavior
PSY 384 Psychology of Human Aggression
PSY 387 Psychology of Gender
PSY 388 Psychology of Death and Dying

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

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

D. Applied Elective

All B.A. students must complete one of the following as part of their Content Courses or Advanced Elective Courses:
PSY 488 Internship *or*
PSY 495 Special Project *or*
PSY Service-Learning Course

TOTAL REQUIRED CREDITS..... **36**

B.S. IN PSYCHOLOGICAL SCIENCE DEGREE CURRICULUM (42 credit hours)

A. Required Courses (15 credits)

PSY 101 Introduction to Psychology (*Note: majors must receive a grade of C or higher*)
PSY 350 Statistics in Psychological Research (*prerequisites: PSY101 with at least a grade of C, at least sophomore status and completion of university Mathematics/Quantitative Reasoning requirement – Note: this includes MAT options only and at the MAT111 level or higher)*
PSY 450 Research Methods (*Prerequisite: PSY 350 with a grade of B- or higher)*
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)*

** SPECIAL NOTE: Although not required, it is recommended that students take PSY 250 Psychological Science Fundamentals prior to taking PSY 350 Statistics as preparation for that course. Transfer students may take PSY 250 concurrently with PSY 350 or PSY 450 with instructor permission.*

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 310 Behavior Modification
PSY 365 Psychology in the Workplace
PSY 367 Organizational Psychology
PSY 370 Environmental Psychology I
PSY 375 Forensic Psychology
PSY 376 Health Psychology
PSY 379 Psychology of Money
PSY 381 Psychology of Culture
PSY 382 Psychology of the Consumer
PSY 383 Psychology of Human Sexual Behavior

PSY 384 Psychology of Human Aggression
PSY 387 Psychology of Gender
PSY 388 Psychology of Death and Dying

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

Three additional PSY courses (9 credits) are required. At least two of these 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.

D. Research Electives (3 credits)

All B.S. students must complete one of the following in addition to their Content Courses and Advanced Elective Courses:
PSY488 Internship
PSY 495 Special Project
PSY 499 Independent Study
PSY458 Advanced Research Methods in Psychology

- Students wishing to complete Honors in Psychology may substitute PSY 496 Honors Thesis I and PSY 498 Honors Thesis II (as an added 3 credit requirement) to satisfy the Research Electives category.

TOTAL REQUIRED CREDITS..... **42**

B.S. HONORS DESIGNATION (+3 credit hours)

Departmental Honors designation is for students who are performing exceptionally well in their courses. It is an adjunct to the 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 for an additional 3 credits added to the existing BS requirements.

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 no later than your junior year for more information about the honors option.*

In addition to the required psychology courses and elective courses in psychology selected by advisement, students also must take the following two courses:

PSY 496 Honors Thesis (3 credit hours)
PSY 498 Honors Thesis II (3 credit hours)

- *Note: PSY 496 fulfills the Research Elective course requirement and PSY 498 is an additional required course.*

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 (you must achieve at least a grade of C to be a PSY minor)

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

To add the PSY Minor, please contact the Psychology Department (psychology@buffalostate.edu).

Child Advocacy Studies Training (CAS) Certification

Child Advocacy Studies Training (CAS) 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, CAS 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.

To apply for the CAS program, please contact Dr. Schuetze (schuetp@buffalostate.edu).

Microcredential in Spanish for Mental Health Professions

ABOUT THIS MICROCREDENTIAL:

There is a great need within the mental health field for culturally focused services. This microcredential will be useful to those who have an interest in providing such services within Spanish speaking communities. As such, it could help students distinguish themselves in a competitive job market by providing focused training in the linguistic and cultural nuances needed to provide tailored mental health services within Spanish speaking communities. The Psychology Department has a strong emphasis on training students towards careers in the Mental Health professions. Similarly, the Modern and Classical Languages Department emphasizes providing students with employable skills and experiences in applied language-based fields consistent with its current 'Spanish for Specific Purposes' orientation. In addition this microcredential is a strong fit for the university-wide emphasis on Diversity Equity and Inclusion, as it prepares students to work with a range of cultural and linguistic groups in Mental Health professions.

BENEFITS:

Through the process of this microcredential, students gain applicable experience, essential skills, and comprehensive knowledge, enabling them to:

- Understand various psychological disorders
- Recognize different methods of delivering mental health services and treatments
- Compare cross cultural mental health principles and practices
- Enhance Spanish language skills
- Evaluate the genre, register and textual modes commonly used in mental health contexts
- Apply translation skills in mental health and social service contexts

REQUIREMENTS:

This microcredential is a 3-course (9 credit) sequence that pairs Spanish literacy with cross-cultural and abnormal psychology for those focused on working in Mental Health fields.

Required Courses (6 credits)

- PSY 381 Psychology of Culture (prerequisite PSY101)

AND

- SPA 398 Spanish for Health and Social Service Professionals (Prerequisite: SPA 202 or override based on proficiency)

Additional Course (3 credits)

- PSY 392 Abnormal Psychology (prerequisite PSY101 + at least 3 additional PSY credits)

OR

- PSY 393 Abnormal Child Psychology (prerequisite PSY101 + at least 3 additional PSY credits)

Psychology Bachelors & Applied Behavior Analysis (ABA) Masters Combined Pathways Program

Applied Behavior Analysis (ABA) is the scientific study of behavior and learning – both of which are strong curricular elements of the undergraduate Psychology degree at Buffalo State. Similarly, due to the fact that Applied Behavior Analysts double as both scientists and therapeutic practitioners (particularly in areas of mental health), the curricular focus in Psychology at Buffalo State on training undergraduates in the scientist practitioner model represents an excellent fit with the ABA MS Program – particularly in preparing students for future careers in ABA. Psychology is also one of the predominant undergraduate degrees that are accepted into ABA graduate programs.

Enrollment in this combined pathway allows highly qualified, currently-enrolled SUNY Buffalo State students to begin work on a Master of Science (M.S.) in Applied Behavior Analysis (ABA) while completing a bachelor's degree in either Applied Psychology (B.A.) or Psychological Science (B.S.). Twelve (12) credits of designated master's courses would be incorporated into the B.A. or B.S. program and count toward both the bachelor's degree <u>and</u> the master's degree.

Admission into the combined pathway is highly selective. Matriculated undergraduate students may apply to the BA/MS or BS/MS pathway in their third year (junior year) and will complete all of the application requirements for the program. The admission application process includes a minimum GPA of 3.0 overall and in Psychology, a statement of intent, 3 letters of reference, and a faculty interview. For application information or information about the MS in Applied Behavior Analysis, please contact the Exceptional Education Department (**https://exceptionaleducation.buffalostate.edu/**).

Undergraduate Degree
BA in Applied Psychology or BS in Psychological Science Requirements
Must include the following:

PSY 393 Abnormal Child Psychology
PSY 310 Behavior Modification

Graduate Courses Taken in Undergraduate Program (12 credits)

EXE 522 Assessment and Instruction of Behavior
EXE 544 Behavioral Interventions for Students with Challenging Behavior
EXE 634 Applied Behavior Analysis
EXE 681 Clinical Records and Ethical Practices for Behavior analysis

Graduate Courses Taken in ABA Graduate Program (21 credits)

EXE 644 Advanced Applied Behavior Analysis
EXE 645 Effective Practices for Supporting Individuals with Autism Spectrum Disorder
EXE 646 Culture, Diversity, Disability and Education
EXE 683 Clinical Supervision and Management
EXE 684 Introduction to Research Methodology
EXE 690 Master's Project

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 250	Psychological Science Fundamentals	3
PSY 295	Research Experience in Psychology	1-3
PSY 301	Perspectives on Child Abuse and Advocacy	3
PSY 304	Learning: Theory and Research	3
PSY 308	Sensation and Perception	3
PSY 310	Behavior Modification	3
PSY 311	Personality: Theory and Research	3
PSY 321	Comparative Animal Psychology	3
PSY 325	Social Behavior	3
PSY 330	Psychological Power of Language	3
PSY 333	Brain and Behavior	3
PSY 340	Cognitive Psychology	3
PSY 350	Statistics in Psychological Research (*Prerequisite: Math/Quantitative Reasoning Requirement at MAT111 or higher*)	3
PSY 355	Life-Span Developmental Psychology	3
PSY 356	Child Development	3
PSY 357	Adolescent and Young Adult Development	3
PSY 360	Evaluating Psychological Science (*Prerequisite:* PSY 350)	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 379	Psychology of Money	3
PSY 381	Psychology of Culture	3
PSY 382	Psychology of the Consumer	3
PSY 383	Psychology of Human Sexual Behavior	3
PSY 387	Psychology of Gender	3
PSY 392	Abnormal Psychology (Formerly PSY 411; *Prerequisite: 3 additional hours of psychology*)	3
PSY 393	Abnormal Child Psychology (Formerly PSY 416; *Prerequisite: 3 additional hours of psychology*)	3
PSY 412	Community Psychology *(Prerequisite: 3 additional hours of psychology; PSY 392 recommended*)	3
PSY 415	The Competent Infant (*Prerequisite: PSY 355 or PSY 356)*	3
PSY 417	Atypical Infant (*Prerequisite: PSY 355 or PSY 356)*	3
PSY 421	Physiological Psychology (*Prerequisite: 3 additional hours of psychology)*	3
PSY 423	Psychology and Physiology of Eating	3
PSY 427	Adult Development and Aging II (*Prerequisite: PSY 327*)	3
PSY 430	Psycholinguistics: Language Structures and Processes (*Prerequisite: PSY 330 or PSY 340*)	3
PSY 432	Human Motivation and Emotion (*Prerequisite: PSY 304 or PSY 376*)	3
PSY 435	Human Memory	3

	(*Prerequisite: completion of one 300 level Bio/Cognitive course)*	
PSY 441	Introduction to Neuropsychology	3
	(*Prerequisite: 3 additional hours of psychology)*	
PSY 440	Addictive Behaviors	3
	(*Prerequisite: PSY 392; PSY 311 recommended*)	
PSY 442	Psychological Assessment (formerly PSY 481 Tests & Measurements)	3
	(*Prerequisite:* PSY 350)	
PSY 450	Research Methods	3
	(*Prerequisite: PSY 350 with a grade of B- or better*)	
PSY 458	Advanced Research Methods in Psychology	3
	(*Prerequisite:* PSY 450)	
PSY 468	Professional Skills in Psychology	3
	(*Prerequisite:* PSY 360)	
PSY 466	Personnel Psychology	3
	(*Prerequisite: PSY 365 and PSY 367*)	
PSY 471	History and Systems of Psychology	3
	(*Prerequisite: 9 additional hours of psychology*)	
PSY 472	Seminar on Psychology	3
	(*Prerequisite: PSY 450*)	
PSY 480	Psychotherapy: Theory, Research, and Procedures	3
	(*Prerequisite: PSY 311 or PSY 392*)	
PSY 488	Internship (*See Internship Coordinator*)	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

NOTE: Service-Learning Courses include

- PSY 304 Learning: Theory and Research
- PSY 310 Behavior Modification
- PSY 381 Psychology of Culture
- PSY 415 The Competent Infant
- PSY 417 Atypical Infant
- PSY 442 Psychological Assessment

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 focus on a mentorship model 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 necessary courses on your path to graduation, but we also want to make sure you have the optimal experiences that will help you achieve your future/career goals.

The university has two online systems in place for the advisement and registration processes: **Degree Works**, which generates student audit sheets (a list of the courses a student has taken and the degree requirements that have been 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 will read the catalog and are familiar with the university and departmental requirements for graduation. Advisement is so much more than that. 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 the B.A. is best suited for your interests/goals or whether you should apply for the B.S. program, whether you should do an internship or an independent study, if doing an Honors Thesis is appropriate 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.**

Freshman and Sophomore Students

All incoming first- and second-year students are assigned a professional advisor in Academic Commons. For first-semester **incoming freshman** students, courses are selected for you by the professional advisor. For all others, you will work with your advisors to plot out your courses. The professional advisors are also available to help you with learning and understanding how various campus online systems (e.g. Degree Works, Banner, Brightspace) are utilized, and are also a great source to help you find and benefit from resources on the campus and community (e.g. tutoring). Degree Works will identify the name of your current professional advisor (contact the Academic Advisement Center to schedule an appointment with your professional advisor).

All students are also assigned a faculty advisor who is a full-time faculty member in our department (their name will also be listed in Degree Works). You are free to make an appointment to speak with your faculty advisor to talk about your academic needs and requirements, and to help plan your future in the discipline..... who better to advise you about Psychology than the faculty in Psychology.

Freshman 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. PSY 250 is a good choice for first year students in your second semester in order to help prepare for the scientific elements of our degree.

It is highly recommended that **sophomore students** begin meeting with their faculty advisors to best prepare you for your longer-term academic plans.

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 university. You should make at least one appointment to meet with your faculty advisor each semester.

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

Tips for Transfer Students
If you are transferring fewer than 60 credits and have taken the equivalent of PSY 101 Introduction to Psychology, you should consider enrolling in PSY 250 Psychological Science Fundamentals in your first semester here, and then consider enrolling in PSY 350 Psychological Statistics in your second semester. For those transferring at least 60 credits it is still a good idea to think about enrolling in PSY 250, but you should strongly consider enrolling in PSY 350 (Statistics) during your first semester (unless you have taken a similar course elsewhere). PSY 350 is the prerequisite to the PSY 360 (Evaluating Psychological Science) in the BA program and for 450 (Research Methods) in the BS program. Please refer to the university 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 Institutions

Students transferring from other schools usually receive credit for many of the courses they have taken in psychology. The Admissions Office evaluates all transfer courses and places them on the Degree Works audit sheet. All questions regarding the specific transfer of courses from your previous institution should be addressed to the Admissions Office.

If a course has no exact equivalents in our department, or does not fit into the psychology elective portion of our program, it will be transferred by the university as an "All College Electives" option. These are usually designated at PSY1XX on the Degree Works audit sheet. This may happen similarly for courses that have not been shown to align with the specific requirements of our courses (this is typical of courses like statistics and research methods). In this case, a student can file a transfer credit appeal which would require the specific syllabus from the course taken at the other institution to demonstrate equivalence. To begin this process please see the Department Chair.

Tips for Buffalo State Students Taking Psychology Courses at other Institutions

Students at Buffalo State University may take psychology courses at another institution for credit as long as the course is considered equivalent to a specific course taught here in our department. However, it is the responsibility of the student to verify equivalence of this course, and to complete the paperwork necessary to receive permission to take/transfer that course, **before** you enroll in that courses. See the Psychology Department Chair to get a signed permission form. If you do not get permission, there is a chance that the course may not transfer to Buffalo State and be counted towards your graduation.

A Couple of Tips for Success…..
While everyone realizes that students have responsibilities outside of academics, such as families and jobs, the New York Department of Education has indicated that students taking college/university courses should spend a minimum of two to three hours working on coursework outside of class for every hour spent in class. We have found that, for many students/courses, a commitment of three to four hours is necessary.

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.

BECOMING AN ACTIVE 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:

STUDENT CLUBS

- **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 university. A faculty advisor is assigned to the Club to provide supervision. *Dr. Eyad Naseralla is the current advisor.*

- **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. Eyad Naseralla is the current advisor.*

- **Child Advocacy Club** is a student club that is open to all majors/disciplines, and is focused on promoting events and connecting those interested in child advocacy issues. *See Dr. Pamela Schuetze.*

- **Psychology Students Interested in Community Outreach (PSICO)** is a charity-focused club that helps disadvantaged families in the surrounding Buffalo State University neighborhood. *See Dr. Jean DiPirro.*

INTERNSHIPS

- **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. *Dr. Kamper-DeMarco is the current coordinator.*

- **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. The statistics and writing teaching internships include a research component and a scholarly product. Presentation of these research results at a local conference is encouraged.

STUDENT RESEARCH OPPORTUNITIES

- **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.

- **PSY 295/495 Independent Project.** Students can also work with faculty on their research projects for credit. The Independent Project allows students to gain valuable experience individually or in groups, while assisting in an ongoing research project on a number of levels – particularly data collection, analysis, and presentation. Independent Projects range from 1-3 credits depending on the level of student involvement.

- **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 496 Honors Thesis I and PSY 498 Honors Thesis II.** This experience is much like an independent study, but at a higher level of commitment and production. These are focused on allowing students to pursue their own research questions across two semesters which provides for greater depth of investigation and analyses. The thesis project must be approved by a faculty mentor and involves input from a committee of Psychology faculty members. This is similar to the process involved in a graduate school research project.

HONORS

- **Departmental Honors in Psychology.** The department responds to the needs of our high achievement students through its B.S. Honors Degree in Psychological Science. The Honors Degree in Psychological Science 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).

- **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 early-level students to the field and to the opportunities in our department and university, and then to encourage them to take advantage of these opportunities throughout their university 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, Distinguished Professor, 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.

OTHER STUDENT EXPERIENCES

- **Tutorial Program.** Many of our higher achieving students serve as tutors through the university tutoring program.

- **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.

- **Annual Majors' Orientation Meeting and Social Hour.** This meeting 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 and Departmental Awards Ceremony.** 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.** This function for students and their families is held each Spring in order to provide 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.

- **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 Buffalo State 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

BRIAN C. CRONK, PhD
Cognitive Psychology, University of Wisconsin – Milwaukee
Research Interests: Technology and teaching, biases in decision making and belief systems. Also, very interested in helping students take their research ideas and design effective methods to study them, analyze them, and present them in a professional manner. Active in CUR (Council for Undergraduate Research).

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.

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.

EYAD J. NASERALLA, PhD
Social Psychology, Saint Louis University
Research Interests: The influence of personal and situational factors (such as reporting, socioeconomic status, race, and sexual orientation) on perceptions of sexual violence victims; beliefs about justice and punishment; responses to social identity threat; prejudice and stereotyping.

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.

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.

HOW TO REACH US

Department of Psychology
BUCKHAM A238
Buffalo State University
1300 Elmwood Avenue
Buffalo, NY 14222
Phone: 716-878-6215
Fax: 716-878-6228
http://psychology.buffalostate.edu/
psychology@buffalostate.edu

Psychology Department Directory

Name	**Title**	**Office** *(Buckham)*	**Phone** *(716)*	**Email** (@buffalostate.edu)
Full Time Faculty				
Dr. Brian Cronk	Professor	A259	878-3127	bcronk
Dr. Jean DiPirro	Associate Professor	A245A	878-4317	dipirrjm
Dr. Stephani Foraker	Associate Professor	A246	878-6027	forakesm
Dr. Dwight Hennessy	Professor & Chair	A238A	878-5532	hennesda
Dr. Kimberly Kamper-DeMarco	Assistant Professor	A239A	878-3421	kamperke
Dr. Michael MacLean	Associate Professor	A265	878-3100	macleamg
Dr. Naomi McKay	Associate Professor	A258	878-3012	mckaynj
Dr. Eyad Naseralla	Assistant Professor	A263	878-6404	naseraej
Dr. Jill Norvilitis	Professor	A261	878-3145	norviljm
Dr. Howard Reid	Professor	A245B	878-4502	reidhm
Dr. Pamela Schuetze	Professor	A239A	878-4022	schuetp
Staff				
Lori Barry	Administrative Assistant		878-6215	psychology

SOME MORE THINGS TO KNOW

Pass-Fail System

a. Students may take up to two courses per semester Pass/Fail.
b. Basic skills courses, CWP, or any course required for completion of a major or minor cannot be taken on a Pass/Fail basis.
c. No more than 24 hours of pass/fail credit may be applied toward a degree.
d. 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.
e. Applications for Pass/Fail are done online each semester. The university posts deadlines for submitting this form.

Final Exams

All psychology classes meet during the Critique and Evaluation (CEP) Week at the end of the semester. It is a university requirement. Typically, final examinations are given at that time. 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 university web site for these deadlines each semester.

RECOMMENDED TIMETABLE OF COURSES/ACTIONS

FIRST YEAR

a) In September, meet with your professional advisor in Academic Commons to work out an "academic plan" for yourself.
b) 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 MAT 111 level or higher (prefer MAT 311) to count as a prerequisite for PSY 350 (statistics).
c) Select courses that fulfill the intellectual foundation requirements
d) Think about taking foreign language (if needed).
e) Take **PSY 101** (Introductory) Fall semester. You must get a grade of C or higher.
f) While not mandatory, it is recommended to take **PSY 250** (Psychological Science Fundamentals) in Spring semester.
g) Take no more than one 300 level PSY course Spring semester based on advisement.
h) Keep in contact with your advisor.

SOPHOMORE

a) Take **PSY 350** (Statistics) at least by Spring semester.
b) Continue taking Psychology **300-Level electives courses.**
c) Continue fulfilling the intellectual foundation requirements.
d) Keep in contact with your advisor.

JUNIOR

a) **B.A. students**……take **PSY 360** (Evaluating Psychological Science).
b) **B.S. students**……take **PSY 450** (Research Methods). Note the prerequisite is completing PSY 350 Statistics with at minimum grade of B-.
c) Finish up **300-level elective PSY** courses and start **400-level PSY** elective courses.
d) Finish general education requirements.
e) Have a preliminary senior degree checklist completed when you are a second semester junior.
f) Work towards finishing all-college electives.
g) Keep in contact with your advisor. Discuss Internships, Independent Projects, and Honors Thesis as options, graduate school and career choices.

SENIOR

a) Finish any outstanding general educations and all-college elective courses.
b) Finish any outstanding **300-level PSY and 400-level PSY** elective requirements.
c) **B.A. students**…… take **PSY 468** (Professional Skills in Psychology).
d) **B.S. students**……..take **PSY 472** (Seminar in Psychology) and **PSY 471** (History and Systems).
e) Apply for graduation. The deadline is very early in the semester, so be sure to be aware.
f) Keep in contact with your advisor -- make sure a final senior degree checklist is completed and you have met all requirements.

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 university 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 persons' 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 and Professional Education Center

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

Some career possibilities:

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

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.