

HANDBOOK
FOR MAJORS AND MINORS

DEPARTMENT OF PSYCHOLOGY
WAKE FOREST UNIVERSITY

2008

Visit the Psychology Department's Home Page on the World Wide Web

<http://psych.wfu.edu/psychology/>

TABLE OF CONTENTS

	Page
A Message from the Chair	3
Departmental Statement of Purpose	4
Majoring and Minorng in Psychology	5
Honors Program	9
Psychology Advising	11
Research in the Department of Psychology	14
Applying to Graduate School	16
Graduate Program	19
Undergraduate Studies Committee	20
Psi Chi	20
Psychology Department Colloquia	21
Departmental Facilities	21
History of the Department	22
Faculty	24
Departmental Staff	45
Departmental Phone Directory	46

A MESSAGE FROM THE CHAIR OF THE DEPARTMENT

The Department of Psychology at Wake Forest University takes great pride in the quality of its undergraduate program. Due to our philosophy and size, the Department is able to provide students with both the classroom experiences associated with a liberal arts college (characterized by small class sizes and a good deal of faculty-student interaction) and the research experiences of a large research university (involving collaboration with faculty on major research projects). We have 21 full- and part-time faculty members whose areas of expertise span the full range of psychological science, including psychophysiology, perception, cognitive neuroscience, cognitive aging, learning, motivation and emotion, decision-making, human development, personality, social behavior, industrial-organizational psychology, culture, and psychopathology.

Our goal is to provide students with a strong foundation of theory and research across various areas of psychology, along with the methodological, laboratory, and statistical skills needed to understand and contribute to psychological research. In addition, we offer interested students – through independent studies and our honor program – opportunities to work directly with faculty members on research. Although we do not train students to “practice” psychology (being a practicing psychologist requires graduate study), we do offer courses in abnormal and clinical psychology.

Whether a student wishes to major in psychology, take a psychology minor to supplement his or her work in another field, or simply sample courses that are of personal interest, the Department of Psychology has something to offer.

Dale Dagenbach
Professor and Chair, Department of Psychology

DEPARTMENTAL STATEMENT OF PURPOSE

The most basic value of the Department of Psychology is the advancement of knowledge and understanding for the betterment of the human condition. Within the context of our particular Department and University, there are at least three dimensions to the embodiment of this value.

Firstly, the faculty are dedicated to being recognized scholars in their chosen fields, advancing knowledge of human and animal behavior through theory-building, research, writing, and publication. In addition to devoting our professional lives to the betterment entailed by this dedication, we want to immerse our students in an environment where research and its associated activities are a core part of daily life and where they can learn the basic skills for conducting research. In such an environment, the students can learn first hand that the very process of gaining knowledge is an exciting and valuable endeavor.

Secondly, we want to bring the faculty dedication and enthusiasm to the classroom as well as the laboratory. We want our students to learn from scholars whose own research advances the field in significant ways. It is important that students be exposed to teachers from whom they can learn to think meaningfully about the fundamental problems of the field. Beyond this, we hope the students may learn how our field relates to the broader society at large and how it may contribute to the solution of larger social problems. Such learning occurs in the daily give-and-take of both classroom and laboratory.

Finally, we recognize that to be of use and value, knowledge must be imparted to others both inside and outside the discipline. At one level, this is a function of involvement in professional organizations or an additional function of research publication. On another level, in our roles as university faculty and as psychologists, members of the department are often called upon to offer our expertise to the larger University community or to local, national, or international communities who have a need for the particular kinds of knowledge that we have to offer. We affirm the values of these activities.

At a more concrete level, the emphasis of the department is on the content and methods of psychological science. The faculty believe that competence as a psychologist is based on an understanding of the general principles of psychological science as well as an understanding of the methods by which our knowledge of psychological principles is uncovered. The department's curriculum is built on this assumption.

~~ Passed by the Faculty of the Department, 2007 ~~

MAJORING AND MINORING IN PSYCHOLOGY

WHO SHOULD CONSIDER MAJORING IN PSYCHOLOGY?

A person should major in a field only if they are interested in it and reasonably good at it. Your experience in Introductory Psychology can be used to assess these factors. If you had a sustained interest in the subject matter throughout the course, that is a positive indicator. If you found only certain topics interesting and the others boring, that is a negative indicator. Because our department, like most undergraduate liberal arts departments, emphasizes research over applied work (and a research emphasis is the best preparation you can have to be competitive for applied graduate work), another positive indicator is that you find psychological research interesting.

Regarding your aptitude for psychology, if you made a grade of "A" or "B" in Introductory Psychology, you probably have the ability necessary to complete a major in this field. If you made a "C" in Introductory, you probably can major but it may be more difficult for you than for most of the other majors. If your grade in Introductory Psychology was below a C, you probably should not consider psychology as a major.

WHAT DO PSYCHOLOGY MAJORS DO AFTER GRADUATION?

Psychology majors tend to move in one of three directions after graduation. First, many psychology majors go to graduate school in psychology or related fields, with the intention of becoming a practicing psychologist, researcher, consultant, or university professor. Second, many of our majors go to other kinds of professional schools, such as in law, business, social work, education, medicine, or the ministry. Third, some psychology majors enter the job market with the B.A. degree, obtaining employment in areas such as social service, government, business and industry, education, research, and other fields.

The psychology department does several things to help its majors find and be competitive for both jobs and graduate school immediately following graduation. Sessions on career opportunities with and without a graduate degree are held every year. There is an extensive graduate school advising system within the department. Information about graduate school options, careers in psychology, and job opportunities is provided on the Blackboard site for our majors and minors. In addition to providing information and advice, the department offers many opportunities for students to get involved in research in the classroom and by working in the lab of a faculty member. Regardless of whether one plans to do research in a career, research experiences provide many benefits that can strengthen both graduate school and job applications. If you declare a psychology major, you should consider getting involved in research either as a volunteer or through directed study credit, and you should certainly learn all you can from research experiences in the classroom.

WHAT IS REQUIRED TO MAJOR IN PSYCHOLOGY?

As of the Fall 2007 catalog, the psychology major requires a minimum of 32 hours and allows a maximum of 42 hours, which works out to 11-14 courses, including Introductory Psychology. Beyond the introductory course, three designated and two limited-choice courses are required for the major. The three designated requirements are the two-semester Research Methods sequence (311-312) and Contemporary Issues in Psychology (392).

The limited-choice courses must be selected from each of the following two groups (choose one from each group) (P = prerequisite; C = co-requisite).

Group A:

- 320 – Physiological Psychology (P = 311)
- 326 – Learning Theory and Research (P or C = 312)
- 329 – Perception (P or C = 312)
- 331 – Cognition (P = 311; C = 312)
- 333 – Motivation of Behavior (P = 311; C = 312)
- 338 – Emotion (P = 311)

Group B:

- 341 – Research in Developmental Psychology (P = 311; C = 312)
- 351 – Research in Personality (P = 311)
- 355 – Research in Social Psychology (P = 311)
- 362 – Psychological Testing (P = 311)
- 374 – Judgment and Decision Making (P = 311)

In addition to the required courses just described, each student selects 5 to 8 other courses to complete the major. These may be chosen from the two groups listed above, or they may be chosen from a wide variety of elective courses offered by the Department. Courses that have only Introductory Psychology as a prerequisite include:

- | | |
|--|---|
| 241 – Developmental Psychology | 280 – Directed Study |
| 245 – Survey of Abnormal Behavior | 322 – Psychopharmacology |
| 255 – Theories of Personality | 357 – Cross-Cultural Psychology |
| 260 – Social Psychology | 359 – Psychology of Gender |
| 265 – Human Sexuality | 364 – Prejudice, Discrimination, Racism, and Heterosexism |
| 268 – Industrial/Organization Psychology | 367 – Effective Parent-Child Relationships |
| 270 – Topics in Psychology | |

One additional course requires 2 courses beyond Introductory Psychology (151):

Psy 313 – History and Systems of Psychology

One additional course that has the first semester of Research Methods (311) as a prerequisite is:

Psy 323 – Animal Behavior

Courses that have Survey of Abnormal Behavior as a prerequisites are:

Psy 346 – Psychological Disorders of Childhood

Psy 363 – Survey of Clinical Psychology (also requires senior standing)

Details regarding the major can be found in the Undergraduate Catalog.

WHEN SHOULD CERTAIN COURSES BE TAKEN?

There are no requirements regarding when certain courses must be taken, except that PSY 151 and PSY 311 are prerequisites for some courses. However, students who want to major in psychology will find it beneficial to keep the points below in mind as they plan their schedules.

- (1) Introductory Psychology (151) should be taken as early as possible in one's education at Wake Forest, preferably before the end of the sophomore year.
- (2) Ideally, at least one course beyond 151 (excluding 311) should be taken prior to declaring psychology as a major.

- (3) The first Research Methods course (PSY 311) should be taken by the fall of the junior year if possible, or no later than the spring semester of the junior year. The reason for this is that several of the required courses have PSY 311 as a prerequisite (see above).
- (4) Some courses are offered only one semester each year. Students should inquire during registration regarding when certain courses will be taught in future semesters.
- (5) It is possible to spend a semester abroad and complete the psychology major. Students who plan to spend a semester abroad should plan their schedules carefully with the abroad semester in mind.
- (6) With the exception of PSY 151, none of the courses required for the major are taught **regularly** in summer school.
- (7) If you are considering graduate school in psychology, it is advisable to take two or more of your electives in core areas of psychology, which include Developmental (241), Abnormal (245), Personality (255), and Social (260). Also, It is advised that you take History and Systems no later than fall semester of your senior year. You should also take the class prior to taking the GRE Subject Test. Although it is advised to take the main parts of the GRE (verbal and quantitative) in the summer before your senior year, it is not as crucial to take the Psychology subject test during that summer. In fact, some schools will not require the Psych subject test at all. If you think you might take the subject test prior to your senior year, you should take History and Systems in the spring of your junior year. If you do not think you'll need the subject test OR if you plan to take in the fall of your senior year, it is fine to take History and Systems in the fall of your senior year. To determine whether programs in which you are interested require the subject test, you can scan information on program web sites or in the book APA Graduate Study in Psychology (available in the Psychology office) for the types of programs you might consider.

WHAT IS REQUIRED TO MINOR IN PSYCHOLOGY?

As of the Fall 2007 catalog, the minor in Psychology requires 15 hours in psychology including: Introductory Psychology (151), Research Methods (311); and at least two of the following courses:

241 – Developmental Psychology	326 – Learning Theory and Research
245 – Survey of Abnormal Behavior	329 – Perception
255 – Theories of Personality	331 -- Cognition
260 – Social Psychology	333 – Motivation of Behavior
268 – Industrial/Organization Psychology	338 -- Emotion
320 – Physiological Psychology	362 -- Psychological Testing
323 – Animal Behavior	374 -- Judgment and Decision Making

TRANSFER CREDIT RESTRICTIONS

No more than 6 hours will be accepted for courses taken at other schools to be counted toward the major (including AP Psychology credit). Courses taken at community colleges or college courses taught on high school campuses are not accepted for transfer credit. With the exception of PSY 151, specific courses required for the major must be taken at Wake Forest. The guidelines regarding transfer and credit approval may be modified in rare and special circumstances at the discretion of the psychology department chair.

DIRECTED STUDY IN PSYCHOLOGY (PSY 280)

Students who have completed Introductory Psychology can take directed study credit for 1, 2, or 3 credit hours. Half credits (1.5, 2.5) are also possible. No more than three hours of directed study may be counted toward the 32 hours required for the major; a maximum of five hours may be counted with more than 32 hours in the major. Directed study provides an opportunity for students to get involved in research with a faculty member. In some cases, students assist with ongoing research in a faculty member's lab; in other cases, students carry out their own study under the supervision of a faculty member. Another possibility is that students do library research and write a paper on a topic under the supervision of a faculty member.

The student's time commitment for a directed study is as follows:

- 1 hour of credit: a minimum of 3 hours/week on average (45 hours/semester)
- 2 hours of credit: a minimum of 6 hours/week on average (90 hours/semester)
- 3 hours of credit: a minimum of 9 hours/week on average (135 hours/semester)

Expectations for time commitment and type and amount of work will vary to some extent across different research projects. The student should clarify expectations with a particular faculty member prior to making a commitment to a project.

The faculty's commitment to a directed study is to supervise the student as necessary in their research. Contact with the faculty typically involves a minimum of one hour per week, either in lab or individual meetings with the student.

The value of a directed study cannot be overemphasized, particularly for students considering graduate school. First-hand experience in research as well as the opportunity for a faculty member to get to know a student well can be extremely helpful with respect to making choices about graduate school as well as having a competitive application (see also "Why Does the Psychology Department Emphasize Research?" on p. 10). Faculty research projects are listed on the faculty information pages at the end of this handbook. Students are expected to approach faculty whose research matches their interests about directed study opportunities. Faculty look forward to hearing from students interested in their research, so students should never hesitate to contact individual faculty members about such opportunities.

THE HONORS PROGRAM IN PSYCHOLOGY

WHAT IS HONORS?

The honors program is designed to provide qualified and interested students with an opportunity to engage in independent study and research under faculty supervision. As described below, the honors program involves a sequence of three semesters, typically beginning in the spring of the junior year (upon occasion, qualified sophomores are admitted).

The honors program offers several benefits to participants. First, it offers advanced students the opportunity to develop their skills in a number of areas: reading and understanding psychological research; writing literature reviews and research reports; and designing, conducting, and analyzing original research studies. The emphasis is on the development of high-level research, analytical, and methodological skills through direct involvement in the research process.

Second, students in the honors program work one-on-one with a faculty advisor as they design and conduct their own research studies. Students find this valuable, both as an educational experience and as a way of getting to know faculty members personally.

Third, participation in the honors program is a plus for students who are interested in going to graduate or professional school. Admissions officers and corporate representatives report that they are impressed by honors students because the department thought enough of them to select them into the program, the student was motivated enough to carry out a high-level independent project, and honors students acquire a wealth of knowledge and skills that are useful in a number of contexts. Further, faculty advisors are good people for letters of recommendation because they know the student well.

GETTING INTO HONORS

Junior psychology majors who are interested in being considered for honors may apply to the honors program late in the fall semester. Application forms may be obtained in the Psychology Department Office. After fall semester grades are recorded, the faculty review the applications and select a maximum of 10-15 qualified students into the program.

The primary criteria for invitation are grades and expressed interest in research. The grade requirement for graduating with honors is 3.2 overall and 3.5 in psychology. In general, all students who have or can achieve the required grade point averages in their last three semesters are eligible to apply. Because PSY 311 is a prerequisite for honors, only students who have taken 311 are considered. (Sophomores who have completed PSY 311 are also eligible to apply.)

Participation in the departmental honors program is not restricted to those who plan to pursue graduate training in Psychology. Many students who have gone to medical school, law school, MBA school, or who have gone into the business world have participated in the program and have reported that the experience was valuable. Students learn to formulate questions, to pursue answers to those questions independently, and to experience the excitement of discovery.

PSYCHOLOGY 381: SPRING (JUNIOR) HONORS SEMINAR

This seminar is normally taken by juniors in the spring semester following PSY 311. The seminar requires writing a literature review and a research proposal. These are distributed to members of the class and discussed by the class. The course grade is based on the quality of the written papers, the student's knowledge of his or her paper as indicated by the ability to answer questions and discuss the papers with the group, and contributions to class discussion on other students' papers.

Students are introduced to ongoing faculty research by having faculty members discuss their work in class. Each student is then assigned to work with a faculty member in formulating the final honors research project. This assignment is made on the basis of joint faculty-student interests. A proposal for the project is completed, with input from the faculty advisor, so that the project may begin in the fall of the student's senior year.

PSYCHOLOGY 383: FALL (SENIOR) HONORS SEMINAR

This seminar is taken during the fall semester of the senior year, following completion of PSY 311, 312, and 381. The course focuses on expanding student's knowledge of research design and statistics as well as having students carry out their own research projects. Texts and handouts are used to teach advanced research design and statistics. Students are expected to learn when certain analyses are appropriate and the assumptions of the analyses. Students are responsible for presenting course material to the class. A weekly lab for most of the semester gives students an opportunity to practice new statistics on the computer.

SPRING (SENIOR) HONORS Colloquium

During the spring semester of the senior year, honors students complete their projects. At the conclusion of their research, students make brief oral presentations about their research to the faculty and others at a special honors student colloquium. A written, journal-style paper is given to the faculty advisor. If the student's research and participation in honors program are approved by the faculty, the student is recommended for graduation with honors in psychology.

To obtain honors, a student must take both honors seminars and complete the independent research project. If a student completed the Junior Honors Seminar (PSY 381), but does not complete the program, the seminar simply carries elective credit.

PSYCHOLOGY ADVISING

Advising of New Major

1st Step: For those who declare during major declaration period, the first step is to attend a group meeting where course requirements and other information about the major is reviewed.

For those who declare at any other time, check with Ms. Hill approximately one week after you have turned in the Major Form. Once she accesses your Degree Audit form from WIN, she will give you the names of Psychology faculty members who can advise you. You may schedule an advising appointment with someone on this list; when you do, please inform Ms. Hill which faculty member will be advising you as well as the date and time of your appointment.

2nd Step: Come to the major course registration session in the faculty lounge (Greene Hall 414). Each student will be notified about this session and assigned an appointment time. Students are instructed about how to prepare for this registration session at the group meeting described in Step 1. Faculty will be available to talk to students one-on-one, to review progress in the major, and to answer questions. (The advising form used to keep track of each student's progress can be found on page 12.) Following one-on-one consultation with a faculty member, students can register for all courses in the major.

Optional: Each student will be assigned a faculty advisor. Individual appointments with this faculty member between the group advising meeting and course registration are not required and are usually not necessary. However, if you have questions that were not address in the group meeting or an unusual situation that requires discussion, you can make an appointment with this person. Please keep in mind that your faculty advisor does not need to know you well to be an effective major advisor. All faculty members are knowledgeable about our curriculum. However, if you get to know a different faculty member well through class or directed study, you can certainly direct questions to that person as well. Ms. Hill or any faculty member can sign your drop/add slips as advisor.

Advising for Course Registration in Subsequent Semesters

Each semester, the Psychology Department has advising during course registration in Greene 414. Signs are posted around Greene Hall notifying students of the dates for course registration. The department randomly assigns each student a window of possible registration times, thereby minimizing the number of students who will be in line at any given time. The list of student names and appointment times will be e-mailed to each student, placed on the bulletin board outside the main psychology office, and posted on the departmental web page. You may come to registration at any time between your assigned time and 12:00 on the morning of registration. Each semester, faculty are available for one-on-one advising, review of progress in the major, and other questions you might have.

There are several forms in your folder at registration and advising time. You will have a Major Advising Form (see p. 13) that has been filled out on the basis of your degree audit on WIN. There will also be an updated degree audit form, your major registration form, and your optional course registration form. (If you are a double major and Psychology is not your primary major, then this last form will be at your primary major department office.)

You should have a general idea what courses you plan to take before coming to registration. This saves time for all involved. If you would like to do a Directed Study, you must get instructor's permission for this before being registered for that course.

Before you can be registered for your psychology courses, you must have them written down on your registration form. If you have to wait for a faculty member, you can complete the major form during this time. Changes to these forms can be made during the advising session.

Once you have been advised, take your folder to Ms. Hill so she can preregister you for your courses.

Ms. Hill will take your folder, check that all of your information is up-to-date, and keep any materials that you do not need to take with you. She will then enter you directly into the computer for all of the psychology courses you wish to take. **You may sign up for as many psychology classes as you would like.** Once you are preregistered, you may leave.

Name: _____

Student I.D. #: _____

Please place an “*” in the square *once a passing grade has been received* for the requirement. A “+” in the square means that the course is in progress.

Things to Check:

- Does student have 2.0 Overall GPA?
- Does student have 2.0 Psychology GPA?
- Will student have enough overall credits to graduate (120 hours)?
- Will student have enough Psychology credits to graduate (at least 32 hours; no more than 42 hours)?

BASIC UNIVERSITY REQUIREMENTS

- | | | | | | |
|---|---|--------------------------------------|---------------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Basic Requirements | <input type="checkbox"/> Division I | <input type="checkbox"/> Division II | <input type="checkbox"/> Division III | <input type="checkbox"/> Division IV | <input type="checkbox"/> Division V |
| <input type="checkbox"/> Cultural Diversity | <input type="checkbox"/> Quantitative Reasoning | | | | |

DEPARTMENTAL REQUIRED COURSES

The major in psychology requires the completion of a minimum of thirty-two hours in psychology. Required courses are listed below. Students must achieve an overall 2.0 average in psychology courses.

- | | |
|---|---|
| <input type="checkbox"/> 151 Introductory Psychology (3 hrs) | <input type="checkbox"/> 312 Research Methods in Psychology II (4 hrs) |
| <input type="checkbox"/> 311 Research Methods in Psychology I (4 hrs) | <input type="checkbox"/> 392 Contemporary Issues in Psychology (1½ hrs) |

At least one course from:

- | | |
|---|---|
| <input type="checkbox"/> Group A (3 hrs): | <input type="checkbox"/> Group B (3 hrs): |
| 320 Physiological Psychology | 341 Research in Developmental Psychology |
| 326 Learning Theory and Research | 351 Personality Research |
| 329 Perception | 355 Research in Social Psychology |
| 331 Cognition | 362 Psychological Testing |
| 333 Motivation of Behavior | 374 Judgment and Decision Making |
| 338 Emotion | |

ELECTIVE COURSES (3 hours unless otherwise indicated)
(*must take at least 13.5 hours, but no more than 23.5*)

- | | |
|--|--|
| <input type="checkbox"/> 239 Altered States of Consciousness | <input type="checkbox"/> 322 Psychopharmacology |
| <input type="checkbox"/> 241 Developmental Psychology | <input type="checkbox"/> 323 Animal Behavior |
| <input type="checkbox"/> 245 Survey of Abnormal Behavior | <input type="checkbox"/> 346 Psychological Disorders of Childhood |
| <input type="checkbox"/> 255 Personality | <input type="checkbox"/> 357 Cross-Cultural Psychology |
| <input type="checkbox"/> 260 Social Psychology | <input type="checkbox"/> 359 Psychology of Gender |
| <input type="checkbox"/> 265 Human Sexuality | <input type="checkbox"/> 363 Survey of Clinical Psychology |
| <input type="checkbox"/> 268 Industrial/Organizational | <input type="checkbox"/> 364 Prejudice, Discrimination, Racism, and Heterosexism |
| <input type="checkbox"/> 313 History and Systems (recommended for GRE) | <input type="checkbox"/> 367 Effective Parent-Child Relations |
| <input type="checkbox"/> 270 Topics in Psychology (1½ hours each) | <input type="checkbox"/> 280 Directed Study (1 - 3 hours) |
| _____ no. of hours completed | _____ no. of hours completed |
| _____ no. of hours completed | _____ no. of hours completed |
| _____ no. of hours completed | _____ no. of hours completed |

- | | |
|------------------------------------|--------------------------------|
| <input type="checkbox"/> 500 _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> 500 _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> 500 _____ | <input type="checkbox"/> _____ |

RESEARCH IN THE DEPARTMENT OF PSYCHOLOGY

The Department of Psychology has always stressed the importance of scholarly work by its faculty and students. Active research is important not only for its contribution to knowledge about behavior, but also as a vehicle for continued faculty development and for the training of undergraduate and graduate students. Among the graduate departments of psychology in the country that offer only Master's programs, Wake Forest ranks among the top three in terms of faculty and student research productivity.

GETTING INVOLVED IN RESEARCH

Each year, many students become involved in research. Through their participation on research projects, students develop research and analytic skills, have an opportunity to work directly with faculty, and, sometimes have the opportunity to coauthor research presentations or papers with faculty.

Students become involved in research in several ways. One option is simply to volunteer to work with a faculty member to obtain experience with the research process. Alternatively, some students take PSY 280 (Directed Study) and obtain course credit. Students who wish to register for PSY 280 must obtain prior approval of a faculty member (see section on Directed Study). Occasionally, students are hired as research assistants by faculty members in the Psychology Department and at the Bowman Gray School of Medicine. Finally, some students become involved in research each year through the Departmental Honors Program.

Students interested in becoming involved in research are encouraged to talk to individual faculty members and to consult the Faculty pages at the back of this handbook, which list research interests and current research projects in which students can get involved (see also Section on Directed Study, p. 7).

WHY DOES THE PSYCHOLOGY DEPARTMENT EMPHASIZE RESEARCH?

New psychology majors are often puzzled by the emphasis that the psychology department places on research: a major requires two semesters of research methods and statistics (311-312) along with an advanced research course (such as PSY 341, 351, 355, 362, or 374), most courses are heavily based on the research literature, students are encouraged to become involved in research, and the faculty maintain ongoing research programs. Many students, particularly those whose interests lie in the "helping" aspects of psychology (such as clinical psychology) often ask why we emphasize research so heavily.

The most obvious reason, of course, is that research is needed to understand behavior. In the 1870s, psychology moved from armchair speculation about why people and animals behave as they do to a research-based science that tests the usefulness of various explanations about the causes of behavior. The material covered in courses is the result of over a century of research by thousands of behavioral scientists around the world. Many psychologists see contributing to our knowledge of behavior as part of their job as teachers, clinicians, or consultants.

Many students have no intention of doing research as part of their careers; indeed, many of our majors do not plan to become psychologists at all. Even for them, a solid grounding in research can be quite useful. For example, for those who go into clinical or counseling psychology, a background in research allows them to keep up with the latest developments in psychological assessment and treatment. Psychologists and others who provide psychological services are obligated to stay abreast of the research literature that deals with consulting and therapy. Many professionals must be able to read and understand research journals in order to perform effectively in their careers. However, journal articles are virtually incomprehensible unless a person has had some exposure to the research process. Thus, a background in research is important because it allows students to understand research that is relevant to their professions.

A second function of research is educational. An excellent way of becoming an "expert" on some topic is to design and conduct research in the area. That is one reason why universities insist their faculty stay active in the research process. By remaining active as researchers, faculty engage in an ongoing learning process as they stay in touch with their areas of expertise. Research can serve the same purpose for students. Students who get involved in research become immersed in a particular area and emerge an "expert" on the topic.

Third, research teaches critical thinking. We all use information every day to make decisions relevant to our personal and professional lives. We are bombarded by information from books, articles, advertisements, parents, friends, and teachers. By learning how researchers test the validity of ideas, we can learn how to evaluate information critically in everyday life. By applying the same critical approach to evaluating information in everyday life that researchers use, students can lower their chances of being led astray by misinformation.

A final reason why psychologists emphasize research is because graduate admission committees around the country weigh research quite heavily when admitting students to graduate school. Admissions decisions are usually based on four criteria: scores on the Graduate Record Exam (GRE), undergraduate grades, research experience, and letters of recommendation. Thus, for students who plan to go to graduate school, involvement in research may give them an edge over many other students at admissions time.

APPLYING TO GRADUATE SCHOOL IN PSYCHOLOGY

Applying to graduate school can be a confusing and intimidating affair. With several hundred graduate programs in the United States alone, students may become overwhelmed by the application process. For this reason, the Wake Forest Psychology Department has implemented a system for helping students through the process of applying to graduate school. Many resources for Applying to Graduate School can be found on the Psychology Blackboard site ("Psychology Undergraduate Grad School & Careers").

TYPES OF GRADUATE PROGRAMS

The number and variety of graduate programs in psychology is staggering. Fortunately, a complete catalog of all programs in the United States and Canada can be found in the book, *Graduate Study in Psychology*. You can obtain your own copy from the American Psychological Association or borrow a copy from the psychology office.

Master's programs. At the most general level, there are two kinds of master's programs. "General" (sometimes called "general experimental" master's programs) provide a strong grounding in basic theory and research across all areas of psychology, but do not train applied psychologists. "Specialized" master's programs (such as those offering master's degrees in clinical, school, counseling, or industrial-organizational psychology) provide training for people who wish to practice psychology after receiving their master's degree.

Which program is best for you depends upon your career goals. If you intend to stop your education with a master's degree, after which you will practice psychology, a specialized master's degree program in clinical, counseling, school, and industrial-organizational psychology may be your best route.

However, programs in general psychology are appropriate if you (a) plan to go on to get your Ph.D. after completing your master's, (b) want to work in a setting other than practice after getting your master's (community college teaching, research, consulting), or (c) know you want to go on in psychology, but are not quite certain which specialty area is best for you. Opportunities for work in applied/practice settings are possible with a general M.A., but such opportunities are limited.

Note that, if you want to go on to get your doctorate in clinical, counseling, or school psychology, you are sometimes better off having a general master's degree than a specialized (clinical, counseling, or school) master's. This is because Ph.D. programs in the applied areas prefer their students to enter with a strong background in general psychology and research on which they can build applied skills. Students with a master's degree in general psychology are better prepared for doctoral-level work in applied areas of psychology than students with a specialized master's degree. Furthermore, doctoral programs are less likely to accept M.A. credit from specialized than general master's programs, so it may take longer for you to obtain your Ph.D. There are some exceptions to this advice particularly for Counseling Ph.D. program, so be sure to investigate the particular areas and programs that interest you most.

Doctoral programs. Students desiring to obtain their Ph.D. must choose the area of psychology they wish to specialize in before starting the application process. Different universities have strengths in different areas so that those with the best programs in some areas of psychology are not necessarily those with the best programs in other areas.

If you are applying to doctoral programs in clinical, counseling, or school psychology, you need to consider whether the program is APA-accredited. Accreditation by the American Psychological Association indicates that the program meets the APA's minimum qualifications. Programs in areas of psychology other than clinical, counseling, and I-O are not accredited.

Competition for doctoral programs is intense, particularly in clinical, counseling, and I-O psychology. It is not unusual for a program to receive over 300 applications, from which less than 15 students are chosen. As a result, many people who want to get a Ph.D. in clinical, counseling, or I-O psychology choose to get their master's degree first. Armed with proof that they can do graduate-level work, master's graduates often are far more successful in being admitted to highly competitive programs than people with a B.A. only.

All students intent on applying to doctoral programs, regardless of specialty, should "back up" their first choices with applications to good master's programs. This way, should you not be admitted directly to a doctoral program, you can take the master's route.

Other programs. Keep in mind that you may not need to go to graduate school in psychology to obtain the sort of job you want. Many other fields specialize in preparing people for the "helping professions," such as social work, special education, rehabilitation counseling, physical therapy, and so on.

ADMISSIONS CRITERIA

Generally speaking, the admissions committees for all graduate programs use four primary pieces of information to make their decisions: scores on the Graduate Record Exam (GRE), undergraduate grades, letters of recommendation, and your statement of purpose. Programs have markedly different requirements regarding the scores and grades needed to be a viable applicant. Refer to *Graduate Study in Psychology* for this information.

Graduate Record Exam. The "General" portion of the GRE is a test of verbal, mathematical, and writing ability that, in many ways, resembles an advanced version of the SAT. Year round computer-based testing is available at test centers worldwide and appointment are scheduled on a first-come, first-served basis. To register, call 1-800-GRE-CALL. You should take it during the summer prior to your senior year or as soon as possible in the senior year if you plan to attend graduate school the following year. The psychology subject test is paper-based and administered several times per year (e.g., November, December, and April). You should determine if the subject test is required for the schools to which you are applying. The GRE website can be found at <http://www.gre.org>.

Grades. Generally speaking, students must have an overall grade point average of B or better for admission to most graduate programs. Most programs are interested primarily in grades during the past two years, so do not worry too much if your freshman or sophomore grades are weaker.

Letters of recommendation. Graduate programs usually ask for three letters of recommendation. These letters should be from faculty members who know you well; letters from faculty for whom you worked as a teaching or research assistant are particularly useful. Overall, letters from psychology faculty probably carry more weight than those from other departments. However, if you have worked closely with a faculty member in another department, do not hesitate to get a letter from that professor. If you want to obtain a letter of recommendation from someone who is not a faculty member – a former employer or supervisor, for example – this should be in addition to the normal three letters.

Statement of purpose. Most programs ask the applicant to write some sort of personal statement that describes their reasons for choosing psychology as a professional. Because your statement provides the admissions committee with information about your goals, motivation, writing skills, and other intangibles, it's a good idea to have a faculty member proofread and edit your statement.

THE GRADUATE SCHOOL ADVISING SYSTEM

In April of the junior year, students interested in graduate school attend a group meeting in which they receive basic information about applying to graduate school. Students are advised to research graduate school options over the summer between their junior and senior years. The GRE can also be taken over the summer. Early in the fall of the senior year, each student fills out a graduate school interest form. Once these have been submitted to the department, each student is assigned three faculty members from whom they can request letters of recommendation (based on the student's input plus consideration of distributing work load across faculty). Small group meetings for students interested in particular kinds of graduate programs are held. By mid-October, students planning to apply to graduate school hand in a tentative list of schools to which they might apply. The number of schools depends on the type of program, the student's qualifications, and the competitiveness of the program. Typically, students apply to 6 to 10 programs. All faculty then meet to discuss each student's initial list of schools so that all faculty members can make suggestions regarding additional or more appropriate programs for a particular student. After this meeting, students get feedback about their lists of schools.

After reviewing this feedback, the student applies to programs. As much as possible, students should give faculty reference information for all programs at once, well organized with clear instructions about due dates, forms, etc. Addressed and stamped envelopes should be provided for all schools.

One letter writer is designated "primary." This person is available to read your statement of purpose and give advice/answer questions once you have received offers. Any offers you receive are yours to consider until April 15; do not allow yourself to be pressured into a premature decision. Do not accept an offer for admission until you are certain that it is the program you want to attend. After the student makes his or her final decision, this decision, as well as the outcome of all applications, is reported via an Admission Status Form, which should be returned to Teresa Hill by end beginning of final exams during the spring semester.

A NOTE ABOUT CHOOSING PROGRAMS

In selecting the programs to which you will apply, do not be influenced by your perceptions of the *undergraduate* aspect of the institution. Many universities that are not known as particularly strong undergraduate schools have fine master's and doctoral programs. Likewise, some strong undergraduate schools have weak graduate programs. Do not let the criteria you used to choose an undergraduate school unduly influence your choice of a graduate institution.

COMMON QUESTIONS ABOUT GRADUATE SCHOOL IN PSYCHOLOGY

What can I do with a master's degree in psychology? In general, people with a master's degree can do virtually the same kinds of activities as people who have the Ph.D. Not only can they practice as master's level clinical, counseling, and school psychologists, but they can teach, consult, and work as researchers. However, psychologists with a master's degree typically work under the supervision of a doctoral-level psychologist, and may be limited in how far they can advance in their careers.

Is it beneficial to work a few years before going to graduate school? Generally, it does not matter one way or the other. However, if you are not ready for graduate work, you would do better to wait.

I do not think I can afford graduate school. What should I do? Many students do not realize that the majority of graduate students across the country not only do not pay tuition, but are actually paid a small stipend to allow them to attend graduate school. Often, graduate students work as research assistants or teaching assistants, or receive scholarships or fellowships.

How long can I expect to spend in graduate school? Master's programs usually require one to two years to complete. Doctoral programs typically require four to six years if the student enters with a B.A., and two to four years if the student enters with a master's degree. Students in applied programs must also complete internships toward the end of their training. If the time requirements seem overwhelming, keep in mind that graduate school is usually much different than undergraduate school. As an undergraduate, you received most of your education in organized courses. As a graduate student, coursework is much less important, and your education is based more heavily on direct experience in research, teaching, or applied settings.

More information about graduate school and careers in psychology, as well as internship and research opportunities can be found via the Blackboard course called "Psychology Undergraduate Grad School & Careers," sponsored by the psychology department.

GRADUATE PROGRAM AT WAKE FOREST UNIVERSITY

The Department of Psychology offers graduate work leading to a research-oriented general MA degree. The MA program at Wake Forest is appropriate for students with a variety of goals.

First, well-prepared students who plan to continue to the PhD may wish to receive a broad training before the specialization required at the doctoral level. The Master's program often gives them a better basis for selecting a PhD program as well as a stronger academic foundation for their doctoral work.

Second, students who wish to better prepare themselves for application to a PhD program will benefit from the Master's program. The general MA program allows them to strengthen their backgrounds with a high degree of individual attention from graduate faculty (student/faculty ratio is 2:1) before applying to PhD programs. The department has a good record of placing graduates in doctoral programs in all major areas of psychology, including clinical and counseling.

The department adopts a mentorship model of graduate education in which students work closely with a faculty advisor during their two years in our program. Typically there is a 2:1 graduate student-faculty ratio that provides the student with individualized attention and, therefore, superior training. Because our program is designed to prepare students for entry into doctoral programs, there is a strong emphasis on research. Students conduct both a first-year research project and a thesis. These projects typically result in conference presentations and/or publications.

The Master's program includes course work in small seminar classes and firsthand research experience. A student will become familiar with the content and the methods of psychology at an advanced level. Two years are required to complete the program.

UNDERGRADUATE STUDIES COMMITTEE

The Undergraduate Studies Committee (USC) of the Psychology Department is a joint committee of undergraduate students and faculty. The function of the USC is to serve as a liaison between the faculty and undergraduate students in the department. The committee regularly reviews the undergraduate curriculum to identify needed changes in course offerings. It also considers modifications of departmental policy, discusses a variety of student concerns, and works to provide helpful information to the majors. The committee sponsors a faculty-student social, a panel on career options with a BA, as well as other forums of interest to psychology students. Any issue that affects the students and the undergraduate program in psychology is of interest to this committee.

New student members are recommended by department faculty and appointed by the faculty chair of the committee each fall. Dr. Buchanan is currently chair of the committee.

PSI CHI

Psi Chi is the national honorary society in psychology with chapters in over 650 colleges and universities. The purpose of Psi Chi is to recognize outstanding students in psychology, to encourage excellence in psychology, and to advance the science of psychology. The Wake Forest chapter of Psi Chi was installed in 1987.

Membership in Psi Chi is open to students with the following qualifications: (a) registration for a major or minor in psychology, (b) completion of 9 hours in psychology with a minimum GPA in psychology of 3.0, (c) a class rank in the upper 35% of one's class in general scholarship (i.e., overall GPA). Each spring, students meeting these qualifications are identified and invited to become members. Any student who believes he or she meets the qualifications and is not contacted by March 1st of a given year should contact the chapter president or faculty advisor. The faculty advisor is Dr. Furr.

PSYCHOLOGY DEPARTMENT COLLOQUIA

The psychology department has a colloquium series each year to which the public is invited. Colloquia are normally held on Wednesdays at 3:00 or 4:00 p.m., followed by a social hour (with refreshments) in the Faculty Lounge so that faculty, students, other guests, and the speaker can interact informally. Most of the colloquia involve presentations of original research or theory, given by invited speakers, faculty members, or students. The last colloquia each year are presentations of individual research by the honors and first-year graduate students. The colloquium format is not rigid, however, and panel discussions on topics of interest to faculty and students are also held.

Announcements of colloquia are posted on bulletin boards, appear in the Cross Campus section of the Old Gold and Black, and are announced in classes. Each year speakers of national or international reputation give presentations that all psychology students can benefit from hearing. **The faculty strongly encourage all undergraduate and graduate students to take advantage of these opportunities to learn about psychology from people who are directly involved in research and practice.**

DEPARTMENTAL FACILITIES

In Fall of 1999 the department occupied over 30,000 feet of space for offices, classrooms, and laboratories in Greene Hall, a beautiful new 80,000 square foot high-tech classroom building. There are two 78-seat classrooms and five smaller classrooms and seminar rooms (seating from 20 to 40 students) for the typical size advanced classes. There are also more specialized laboratory/classrooms for research methods, perception/cognition, physiological, and learning/motivation. In addition there are a large number of labs for student and faculty research, as well as a convenient departmental library housing about 200 periodicals in psychology. Space in Winston Hall was also renovated for animal research.

THE HISTORY OF THE DEPARTMENT OF PSYCHOLOGY

The history of the Department of Psychology at Wake Forest begins with the College's self-study of 1955 in which it was recommended that the joint Department of Psychology and Philosophy be divided into separate departments. The decision to separate the two departments, which had occurred in many universities in the 1920s and 1930s, had been delayed at Wake Forest primarily due to the broad training and interests of Dr. A. C. Reid, the long-time chairman of the joint department. Dr. Reid had studied with E. B. Titchener, one of the leading American psychologists of that era. Titchener himself had been a student of Wilhelm Wundt, who established the first psychological laboratory in Germany in 1879, and who is generally considered to be the founder of modern scientific psychology.

On April 26, 1957, the Board of Trustees voted to divide the joint department during the 1957-58 year, and implementation of the psychology program was begun during the spring of 1958 when Dr. John Frederick Dashiell came to Wake Forest as acting chairman of the department. During the year 1958-59, Dashiell began teaching courses in introductory and developmental psychology, assisted by Dr. Pascal Strong of the medical school who taught courses in abnormal psychology and statistics. Among other duties, Dashiell recruited the first continuing faculty members of the new department: John E. Williams, who had been on the faculty at the University of Richmond, and Robert C. Beck, who had recently completed his Ph.D. at the University of Illinois.

The first year of full operation of the new department was 1959-60. Dashiell and Beck had full-time teaching appointments while Williams divided his time between the department and the newly-organized Center for Psychological Services (now the University Counseling Center), of which he was Director. The physical facilities of the department consisted of one large office in Reynolda Hall (Room 209), Room 11 in the basement of Kitchin Dormitory which was used as a classroom-laboratory for experimental psychology, and rooms on the plaza level of Efir Hall. Psychology classes were taught in Room 20 in Reynolda Hall until the occupancy of Winston Hall in 1961.

The years 1960-1963 saw a continuation of the development of new programs. David A. Hills, who had just completed the Ph.D. at the University of Iowa, joined the faculty, and Dr. Williams was appointed chair of the department. Dashiell was replaced by Robert H. Dufort in 1961. David Catron and Jack Hicks were hired as new faculty members in 1963.

The curriculum in 1960 emphasized empirical knowledge about behavioral processes and the methodology for acquiring such knowledge. The basic requirements for all majors included courses in introductory psychology, experimental psychology, statistics, and, after 1962, history and systems. Statistics and experimental psychology were combined into a single, year-long, sequence (Psychology 311-312) called Experimental and Quantitative Methods in Psychology. This course, which was later renamed Research Methods in Psychology, is still referred to by some faculty as "E & Q."

Winston Hall was occupied in 1961 and the department was allocated \$40,000 for equipping the psychology labs in the new building. The department was also authorized to begin an honors program and to offer graduate work at the Master's level as soon as funds were available. Graduate work in psychology began in the fall of 1964 with the implementation of a general, research-oriented Master's program. From 1966 through 2000, the department awarded Master's degrees to over 314 students, 66% of whom have gone on to doctoral work at other institutions.

During the 1960s and 70s, minor changes were made in the undergraduate and graduate curriculum as individual courses were added or deleted and the honors curriculum implemented. By the early 70s, the faculty felt a need for a major study of the curriculum to reflect changes within the field of psychology and in the department.

In the curriculum, instituted in 1975, students were required to take Introductory Psychology, Research Methods in Psychology, History and Systems and one advanced course from each of two groups: Research in Personality, Research in Social Psychology, and Psychological Testing (subsequently, Research in Child Development was added); and Learning, Motivation, Perception, and Physiological (Cognition was added in 1986 and Animal Behavior was added in 1999). The earlier course in Experimental and Quantitative Methods was broadened to include more emphasis on non-experimental research and the name was changed to Research Methods in Psychology. In addition, to add flexibility to the curriculum, a series of modular, "topics" courses was added.

In October, 1999, following the completion of the construction of Greene Hall, the department moved into state-of-the-art laboratory, classroom, and office space. Greene Hall has provided new research and teaching opportunities for faculty and students.

The department is currently made up of 16 full-time faculty, 11 part-time faculty, approximately 190 junior and senior undergraduate majors, 18 junior and senior undergraduate Honors students, and 19 graduate students.

In February 2006, the Department of Psychology adopted a new curriculum. Under the new curriculum, students will continue to take Introductory Psychology, Research Methods in Psychology (311 and 312) and Contemporary Issues in Psychology (392). While students were previously required to take courses from three different groups of courses, under the new curriculum, students will take one course from two groups (Group A – 320, 326, 329, 331, 333, and 338; Group B – 341, 351, 355, 362, and 374).

PSYCHOLOGY DEPARTMENT FACULTY

PHILLIP G. BATTEN, Adjunct Assistant Professor

Education

BA, Religion, University of North Carolina at Chapel Hill, 1971
MA, Religion, Yale Univ, 1973
MA, Psychology, Wake Forest University, 1979
PhD, Clinical Psychology, University of North Carolina at Chapel Hill, 1983

Came to Wake Forest

1992

Major Area

Clinical psychology
Human sexuality

Scholarly Interests

Loneliness, self-disclosure

Courses Taught

Human Sexuality
Introductory Psychology

Professional Memberships

American Psychological Association
North Carolina Psychological Association

Hobbies and Outside Interests

Racquetball
Minor league baseball

ROBERT C. BECK, Professor

Education

AB, Psychology, University of Illinois, 1953
PhD, Psychology, University of Illinois, 1958

Came to Wake Forest

1959

Major Area

Motivation and emotion

Scholarly Interests

- Moods, cognition, and behavior
- Delayed rewards

Courses Taught

- Honors Seminar
- Motivation

Professional Memberships

- American Psychological Society (Fellow)
- Sigma Xi
- Southeastern Psychological Association

Awards and Honors

- Phi Beta Kappa

Hobbies and Outside Interests

- Watching sports
- Photography
- Pocket Billiards

DEBORAH L. BEST, Professor

Education

BA, Psychology, Wake Forest University, 1970

MA, Experimental Psychology, Wake Forest University, 1972

PhD, Developmental Psychology, University of North Carolina at Chapel Hill, 1981

Came to Wake Forest

1972

Major Area

Developmental psychology

Scholarly Interests

- Stereotypes and attitudes
- Cross-cultural psychology
- Cognitive development

Courses Taught

- Honors Seminar

Professional Memberships

- American Psychological Association
- American Psychological Society
- Society for Research in Child Development
- International Association for Cross-Cultural Psychology
- Sigma Xi
- Psychonomic Society
- Society for Cross-Cultural Research

Current and Past Offices

- Associate editor, *Journal of Cross-Cultural Psychology*
- Past President, International Association for Cross-Cultural Psychology

Awards and Honors

- Wake Forest University Excellence in Teaching Award, 1984
- Wake Forest University Excellence in Research Award, 1986
- APA Young Psychologists Program Award, 1984
- Schoonmaker Award for Community Services, Wake Forest University, 1994
- William L. Poteat Professor of Psychology, 1997-
- Phi Beta Kappa
- Omicron Delta Kappa

Hobbies and Outside Interests

- Gardening, Hiking, Water sports, Snow skiing, Golf
- Community service (Board of the Special Children's School), YMCA, Crosby Scholars

TERRY D. BLUMENTHAL, Professor

Education

BSc, Psychology, University of Alberta, 1979
MS, Psychology, University of Florida, 1982
PhD, Psychology, University of Florida, 1985

Came to Wake Forest

1987

Major Area

Psychophysiology
Psychopharmacology

Scholarly Interests

Physiological mechanisms that underlie behavior and information processing; drug and placebo effects

Courses Taught

- Introductory Psychology
- Physiological Psychology
- Psychopharmacology
- First Year Seminar

Professional Memberships

- Association for Psychological Science
- Society for Neuroscience
- Society for Psychophysiological Research
- Psychonomic Society

Consulting

- Australian Research Council
- Department of Defense Polygraph Institute
- M.D. Anderson Cancer Center
- National Institutes of Health
- Swiss National Research Foundation
- The Brain Resource Company

Current and Past Offices

- SACS Committee
- Chair, Committee on Academic Planning
- First Year Seminar Committee
- Chair, Committee on Information Technology
- Research Advisory Council
- Chair, Committee on Athletics
- Chair, Wake Forest Univ. Institutional Review Board

Hobbies and Outside Interests

- Reading
- Walking
- Cooking

Opportunities for Student Research

Research in my lab is conducted by both graduate and undergraduate students, with students often working as a team on more than one ongoing project. These research projects usually involve measuring the startle eyeblink response, a very informative brainstem reflex. Students can use this response to investigate questions relating to areas that include cognition, personality, psychopharmacology, social, abnormal, perception, and neuroscience.

CHRISTY BUCHANAN, Associate Professor

Education

BA, Psychology, Seattle, Pacific University, 1982
PhD, Developmental Psychology, University of Michigan, 1988

Came to Wake Forest

1992

Major Area

Developmental Psychology

Scholarly Interests

- Beliefs about adolescence
- Development of positive behaviors and concerns during adolescence
- Parenting and family relationships during adolescence, including ethnic and cultural differences
- Children's adjustment to parental divorce and conflict

Courses Taught

- Developmental Psychology
- Contemporary Issues: Adolescent Development
- Child Development and Social Policy
- Introductory Psychology
- Effective Parent-Child Relationships

Professional Memberships

- Society for Research in Child Development
- Society for Research on Adolescence
- American Psychological Association
- National Council on Family Relations

Awards and Honors

- Wake Forest University Junior Faculty Fellowship, 2000-2003
- Herschel Thornburg Dissertation Award, awarded by the Society for Research on Adolescence, 1990
- Fellowship in the Bush Program in Child Development and Social Policy, the University of Michigan, 1994-1996

Hobbies and Outside Interests

Sports (e.g., swimming, tennis, skiing) and outdoor activities (e.g., walking, hiking, canoeing), yoga, reading novels, playing piano, watching athletic events, traveling.

Opportunities for Student Research

- Views of adolescents and the origins and consequences of those views. How expectations about "typical adolescent behavior" affect parents' and children's behavior and the messages they convey to one another. Sources of developmental changes in beliefs about normative and healthy adolescent behavior. Involves analyses of existing data as well as the potential to design new studies.
- Impact of divorce and associated family events during childhood on memories and feelings about the family during young adulthood. Involves adapting questionnaires and methods from a previous study to fit a lower SES sample, recruiting subjects, administering questionnaires, and analyzing data.
- Studies of civic development during high school: What is the impact of experiences within and outside of the family on teenagers' interest in community and political issues? Involves gathering questionnaire data from adolescents and data analysis.
- Studies of emotion and family relationships in different ethnic groups. Involves interviewing and gathering questionnaire data from adolescents and perhaps their parents. Opportunities for students who speak Spanish or have an interest in the Latino immigrant population.

DALE DAGENBACH, Professor

Education

BA, Psychology, New College, 1976
MA, Developmental Psychology, Michigan State University, 1983
PhD, Cognitive Psychology, Michigan State University, 1985

Came to Wake Forest

1990

Major Area

Cognitive psychology; cognitive neuroscience

Scholarly Interests

- Attention and perceptual encoding
- Cognitive neuropsychology of visual attention
- Cognitive neuropsychology of long-term memory
- Addition of new information to semantic memory structures
- Inhibitory processes in attention and memory
- Cognitive aging
- Role of the thalamus in working memory

Courses Taught

- Cognitive Psychology
- Developmental Psychology
- History and Systems
- Introductory Psychology
- Research Methods

Professional Memberships

- American Psychological Society
- Midwestern Psychological Association
- Psychonomic Society

Awards and Honors

- NIMH Postdoctoral Fellowship in cognitive neuropsychology, Johns Hopkins University
- Wake Forest University Award for Excellence in Faculty Research

Hobbies and Outside Interests

- Reading history
- Hiking
- Occasional dabblings at painting

Opportunities for Student Research

Directed study opportunities are generally available in my lab. In the recent past, undergraduate students in my lab have worked on projects on cognitive aging, Parkinson's disease and cognition, gender differences in attention, attention and automaticity, attention and anxiety, functional neuroimaging of attentional control, and false memory. The results from many of these projects have been presented at various conferences. If you have your own ideas about something in the area of attention or memory, I'd be happy to work with you to develop a suitable project. Alternatively, I can find a variation of an ongoing project that you can work on.

C. DREW EDWARDS, Adjunct Associate Professor

Education

BA, Psychology, Furman University, 1966
MA, Psychology, Wake Forest University, 1968
PhD, Clinical Psychology, Florida State University, 1972

Came to Wake Forest

1980

Major Area

Clinical and developmental psychology

Scholarly Interests

- Disorders of attention, learning, and conduct
- Child psychotherapy
- Parent training

Courses Taught

- Abnormal Psychology
- Effective Parent/Child Relationships
- Introductory Psychology
- Psychological Disorders of Childhood

Professional Memberships

- American Psychological Association
- Association for Psychological Science
- North Carolina Psychological Association

Consulting

Full-time clinical child psychology practice

Hobbies and Outside Interests

- Reading
- Classical music
- Being a grandfather

WILLIAM W. FLEESON, Associate Professor

Education

BA, Philosophy, University of Wisconsin, 1987

MA, Psychology, University of Michigan, 1990

PhD, Personality Psychology, University of Michigan, 1992

Postdoctoral Fellow, Developmental Psychology, Max Planck Institute for Human Development, Berlin, 1992-1996

Came to Wake Forest

1996

Major Area

Personality psychology

Courses Taught

- Research in Personality
- Research Methods
- Seminar in Personality

Professional Memberships

- American Psychological Association
- American Association of University Professors
- Association for Research in Personality
- Society for Personality and Social Psychology
- American Psychological Society

Awards and Honors

- Fellow, Association for Psychological Science
- Visiting Scientist, Max Planck Institute for Human Development, Germany
- Society for Personality and Social Psychology Theoretical Innovation Prize for 2002
- Ollen R. Nalley Associate Professor
- NIMH Grant ROIMH70571 – “Integrating Process and Structure in Personality” (Principal Investigator)

Hobbies and Outside Interests

- Spending time with Anne
- Card games
- Pisgah National Forest

Opportunities for Student Research

- What factors account for agreement between self and observers about personality?
- How do behaviors affect psychological well-being?
- How does age affect consistency in behavior?

Note for the potentially interested: I get especially intrigued when a student has a strong interest in one of these questions and can tell me what interests him or her about it.

R. MICHAEL FURR, Assistant Professor

Education

BA, College of William and Mary, 1992
MS, Villanova University, 1995
PhD, University of California at Riverside, 2000

Came to Wake Forest

2004

Major Area

Personality and Quantitative psychology

Scholarly Interests

- Personality, impression management, and self-presentation
- Personality pathology
- Perceptions of each others' personality characteristics
- Personality and behavior across situations

Courses Taught

- Introductory Psychology
- Personality Psychology
- Research Methods and Statistics
- Psychological Testing

Professional Memberships

- Association for Research in Personality
- Society for Personality and Social Psychology
- American Psychological Association Division 5 (Evaluation, Measurement and Statistics)

Awards and Honors

- Young Psychologist Award and Travel grant to attend the International Congress for Psychology, Beijing, China, 2004 – Awarded by the U.S. National Committee for the International Union of Psychological Science
- American Psychological Association – Dissertation Research Award, 1999

Hobbies and Outside Interests

- Music, Reading, Watching sports, Exercise (if I ever have the time)

Opportunities for Student Research

- How do people want to be seen by others? Are they successful in conveying these impressions? Do we really know how we are seen by others?
- How does personality pathology affect our “self-presentations” (the way that we present ourselves to others)? Is pathology related to maladaptive presentational goals, to ineffective strategies, or both?
- What are the personality and situational forces associated with social anxiety? Why do different people become anxious in response to different cues?
- Lay understanding of situational forces – do our predictions of behavioral patterns across situations correspond with actual behavioral patterns across situations?

WILLIAM C. GORDON, Professor

Education

BA, Psychology, Wake Forest University, 1968
MA, Psychology, Wake Forest University, 1970
PhD, Experimental Psychology, Rutgers University, 1973

Came to Wake Forest

2002 (as Provost and Professor of Psychology)
2008 (as full-time Professor of Psychology)

Major Area

Animal learning and memory
Comparative cognition

Scholarly Interests

Memory processes in non-human species, Pavlovian conditioning, applications of learning principles in the academic environment

Courses Taught (selected courses taught at previous institutions)

- Introductory Psychology
- Theories of Learning
- Learning and Memory
- Comparative Cognition

Professional Memberships

- American Psychological Society
- Psychonomic Society
- American Council on Education

Consulting

University System of Georgia, University of North Carolina System, Elon University, Southern Association of Colleges and Schools

Past Offices (selected offices held)

- Dean, Provost, and President, University of New Mexico
- Provost, Wake Forest University
- Co-chair, Wake Forest University Planning Council

Hobbies and Outside Interests

Golf, reading, travel, watching my teen-agers play high school athletics, attending Wake Forest athletic events

Opportunities for Student Research

Beginning research on variables that impact persistence and success in college students

JANINE M. JENNINGS, Associate Professor

Education

BSc, Psychology, University of Toronto, Canada, 1989

PhD, Cognitive Psychology, McMaster University, Canada, 1995

Postdoctoral Fellow, Neuroimaging, Rotman Research Institute, Canada, 1998

Came to Wake Forest

1998

Major Area

Cognitive Psychology, cognitive neuroscience, developmental psychology

Scholarly Interest

- Effects of aging on implicit and explicit memory
- Rehabilitation techniques for memory deficits in older adults
- Neuroimaging studies of memory
- Memory performance in special populations (traumatic brain-injury and anxiety disorders)
- Influence of nicotine on attention and memory

Courses Taught

- Cognitive Psychology
- Contemporary Issues in Psychology
- Research Methods
- Research in Developmental Psychology

Professional Memberships

- Cognitive Neuroscience Society
- Omicron Delta Kappa Society
- Psychonomic Society

Hobbies and Outside Interests

- Literature
- Film
- Politics

Opportunities for Student Research

- *Improving memory and attention in cognitively healthy older adults and in older adults who suffer from Mild Cognitive Impairment (a precursor to Alzheimer's Disease).* For this work, students will be working one-on-one with older adults and will be trained in how to conduct a variety of clinical, neuropsychological, and cognitive tests.
- *Exploring the processes underlying false memory.* False memory arises when we believe we are truly remembering something that we have never actually experienced. Although this phenomenon can be easy to induce, there are still questions to be answered about how and why false memory occurs. Projects on this topic include testing introductory psychology students, older adults, and looking at the involvement of unconscious memory.
- *The effects of anxiety on memory.* Chronic anxiety is known to impact an area of the brain known as the hippocampus, which suggests anxiety should negatively impact memory performance. To explore this question, different aspects of memory function are being tested in highly anxious undergraduates.

LISA KIANG, Assistant Professor

Education

BS, Psychology, University of Maryland, College Park, 1999
PhD, Developmental Psychology, University of Denver, 2004

Came to Wake Forest

2006

Major Area

Developmental Psychology

Scholarly Interests

- Self and identity development
- Social relationships and attachment
- Positive well-being and mental health
- Culture and ethnicity

Courses Taught

- Child Development
- Developmental Psychology
- First Year Seminar

Professional Memberships

- Society for Research in Child Development
- Society for Research on Adolescence
- American Psychological Association

Awards and Honors

- NIMH Postdoctoral Fellow, Family Research Consortium IV, 2004-2006
- Semi-finalist for Jeffrey S. Tanaka Dissertation Award, American Psychological Association, 2005
- Graduate Student Award for Outstanding Teaching, University of Denver, 2004

Hobbies and Outside Interests

A little bit of everything and always up for something new!

Opportunities for Student Research

- Collecting and analyzing data from ethnically diverse adolescents
- Helping to recruit adolescents, families, and organizations for participation in research studies on social identity and well-being.

JOHN V. PETROCELLI, Assistant Professor

Education

BA, Psychology, Westminster College, 1997
PhD, Social Psychology, Indiana University, 2007

Came to Wake Forest

2007

Major Area

Social Psychology

Scholarly Interests

- Social cognition and metacognition
- Judgment and decision making
- Counterfactual thinking
- Reactions to general and specific cases
- Attitude strength, persuasion, and resistance

Courses Taught

- Research in Social Psychology
- Contemporary Issues in Psychology

Professional Memberships

- Association for Psychological Science
- American Psychological Association
- Society for Personality and Social Psychology
- Midwestern Psychological Association

Hobbies and Outside Interests

Sports fan, recreational sports (tennis, roller hockey), jogging, coffee shops, movies

Opportunities for Student Research

Directed study opportunities are typically available in my lab. Current and former students have worked on various research projects that include:

- 1) metacognitive processes that underlie the influence of counterfactual thinking on judgment
- 2) metacognitive processes that underlie the relationship between attitude strength and resistance to persuasion
- 3) cognitive explanations for different reactions to, and judgments of, general and specific cases
- 4) counterfactual thinking and performance and reconstructive memory of performance and experience

WAYNE E. PRATT, Assistant Professor

Education

BA, Psychology, University of Vermont, 1994

MS, Psychology, University of Utah, 1997

PhD, Psychology, University of Utah, 2002

Came to Wake Forest

2006

Major Area

Behavioral Neuroscience

Scholarly Interests

- Neural processing of rewards and their impact on adaptive behaviors
- Neural systems analysis of brain substrates involved in learning and motivation
- Spatial navigation

Courses Taught

- Physiological Psychology
- Learning Theory and Research

Professional Memberships

- Society for Neuroscience
- Society for the Study of Ingestive Behaviors

Awards and Honors

- Ruth L. Kirchstein National Research Service Aware (NIMH)
Postdoctoral Fellowship MH068981
- Individual National Research Service Award (NIH)
Predoctoral Fellowship (MH12303)

Hobbies and Outside Interests

Hiking, gardening, and craft brewing

Opportunities for Student Research

- *In vivo* pharmacological examination of the neural substrates underlying adaptive learning and motivation within the rat model
- Behavioral and immunohistochemical dissection of neural systems involved in natural reward and ingestive behaviors

JAMES A. SCHIRILLO, Associate Professor

Education

BA, Psychology, Franklin and Marshall College, 1979
MS, Experimental Psychology, Northeastern University, 1987
PhD, Experimental Psychology, Northeastern University, 1990
Post-Doctoral Fellow, University of Chicago, 1993

Came to Wake Forest

1996

Major Area

- Perception
- Physiological Psychology
- Neuroscience

Courses Taught

- Attachment Theory
- History and Systems of Psychology
- Introductory Psychology
- Perception
- Physiological Psychology
- Psychological Utopia

Professional Memberships

- Behavior and Brain Science Associate
- Faculty for Undergraduate Neuroscience
- Association for the Scientific Study of Consciousness
- Association for Research in Vision and Ophthalmology
- Inter-Society Color Council
- Optical Society of America

Awards and Honors

- APA Student Dissertation Award, 1990
- Wake Forest University Award for Excellence in Research, 2001

Hobbies and Outside Interests

- Billiards, running
- Painting, writing poetry, drawing
- Reading (especially short stories)

Opportunities for Student Research

I currently study three research areas that examine how humans perceive the external world.

- 1) **The perception of color and illumination:** I use specialized computers to generate colored perceptual illusions of either 2- or 3-dimensional scenes to determine how illumination affects the colors we see.
- 2) **Multisensory Integration:** I study how humans combine sights and sounds into a single, unified experience. This is exemplified by the way a ventriloquist can trick us into perceiving their voice is coming from the location of a dummy's mouth.
- 3) **Aesthetic Preferences:** My interest in aesthetics follows from my work in perception. I use an eye-tracker to determine how the hemispheric laterality of the human brain influences judgments of the emotional content of portraits painted by Rembrandt. I also study the works of the abstract artist Mondrian.

CATHERINE E. SETA, Professor

Education

BA, Psychology, University of North Carolina-Greensboro, 1980
MA, Psychology, University of North Carolina-Greensboro, 1983
PhD, Psychology, University of North Carolina-Greensboro, 1987

Came to Wake Forest

1987

Major Area

Social psychology

Scholarly Interests

- Social cognition
- Social identity
- Stereotyping and prejudice
- Stress and anxiety
- Regret

Courses Taught

- Contemporary Issues in Psychology
- Graduate Social Psychology
- Prejudice, Discrimination, Racism, and Heterosexism
- Research Methods in Social Psychology
- Social Psychology

Professional Memberships

- Society for Personality and Social Psychology
- Society for Experimental Social Psychology
- Society of Southeastern Social Psychologists

Hobbies and Outside Interests

- Antiques
- Movies and plays

Opportunities for Student Research

- Processes that underlie feelings of decision-making regret
- How persons maintain stereotypes in the face of disconfirming evidence
- Intergroup bias, prejudice, and discrimination

ALYCIA K. SILMAN, Visiting Assistant Professor

Education

BA, Psychology, Westminster College, 1997

MA, General Psychology, Wake Forest University, 1999

PhD Expected, University of North Carolina-Greensboro, August 2004

Came to Wake Forest

2003

Major Area

Cognition

Scholarly Interests

- Visual-Spatial working memory
- Relationships between visual spatial and executive processes
- Age-related deficits in verbal and visual-spatial working memory
- Brain localization of working memory functions

Courses Taught

- Cognition
- Introductory Psychology
- Research Methods for Minors
- Biology of the Mind (First Year Seminar, Spring 2005)
- History and Systems
- Contemporary Issues

Awards and Honors

- North Carolina Institute of Aging Grant, 2000
- Wake Forest University Summer Research Funding, 1998

Hobbies and Outside Interests

babies! (John Lewis and Wren)

Opportunities for Student Research

My current research focuses on a few questions:

- 1) How is spatial information maintained in memory?
- 2) To what extent are executive processes involved with spatial rehearsal?

Research on these topics usually involves student subjects with computerized programs.

WILLIAM W. SLOAN, JR., Adjunct Assistant Professor

Education

AB, Psychology, Davidson College, 1979
MA, General Psychology, Wake Forest University, 1981
PhD, Clinical Psychology, Miami University (Ohio), 1990

Came to Wake Forest

1993

Major Area

Clinical Psychology

Scholarly Interests

- Psychotherapy process/outcome
- Learning disabilities
- Intelligence

Courses Taught

- Adolescent Psychology (Education Department)
- Clinical Psychology
- Developmental Psychology
- Educational Psychology (Education Department)
- Introductory Psychology

Professional Memberships

- American Psychological Association
- North Carolina Psychological Association
- Learning Disability Association
- International Dyslexia Society

Current and Past Offices

- Co-President, Winston-Salem Learning Disability Association, 1994-96

Hobbies and Outside Interests

- Running
- Gardening
- Chess
- Astronomy

CECILIA H. SOLANO, Associate Professor

Education

BA, Social Relations, Harvard, 1971

MA, Social Psychology, Johns Hopkins, 1975

PhD, Social Psychology, Johns Hopkins, 1977

Came to Wake Forest

1977

Major Area

Social psychology

Scholarly Interests

Social and close relationships

Courses Taught

Psychological Testing

Social Psychology

Professional Memberships

- International Association of Relationship Researchers
- Society for Personality and Social Psychology
- Council of Graduate Schools

Current and Past Offices

- Interim Dean, Graduate School, 2006-2007
- Associate Dean, Graduate School, 1999-2006
- Director, Master of Arts in Liberal Studies, 1999-present
- Graduate Program Director, 1982-1999
- Chair, Wake Forest University Institutional Review Board, 1983-86
- Past-President, Society of Southeastern Social Psychologists, 1984
- Past-Consulting editor, *Personality and Social Psychology Bulletin*, 1986-87
- Past-Consulting Editor, *Journal of Personality and Social Psychology*, 1983-85
- Past-Consulting Editor, *Review of Personality and Social Psychology*, 1987
- Past-Associate Editor, *Journal of Social and Personal Relationships*

Hobbies and Outside Interests

- Baking
- Camping/Kayaking
- Reading

ERIC R. STONE, Associate Professor

Education

BA, Mathematics and Psychology, University of Delaware, 1987
MS, Statistics, University of Michigan
PhD, Cognitive Psychology, University of Michigan, 1994

Came to Wake Forest

1994

Major Area

- Judgment and decision making
- Cognitive psychology
- Social psychology

Courses Taught

- Graduate Statistics
- Methods of Psychological Research
- Judgment and Decision Making
- Life Perspectives (First-Year Seminar)

Professional Memberships

- Judgment and Decision-Making Society

Awards and Honors

- Dean's Fellowship, University of Michigan
- Phi Beta Kappa
- Graduate Student Association Faculty Excellence Award, 2002

Hobbies and Outside Interests

Tennis, softball, running

Opportunities for Student Research

My research is in the field of judgment and decision making, which spans a wide range of areas, from cognitive psychology to social psychology to other disciplines. In particular, most of my present work is in the following areas: communicating risk information, overconfidence and decision making for others vs. for the self. The work on risk communication involves determining how to communicate information about risks in such a way that people understand this information as well as possible. The work on overconfidence involves both the determinant and effects of overconfidence (in particular, whether providing non-overconfident judgments is beneficial or detrimental). Finally, the work on decision making for others versus for the self examines under what circumstances and why people make decisions differently when deciding for others than they do when deciding for themselves. In addition, I am involved in a few other smaller projects at different points in time – please e-mail me for a current list of those projects.

DUSTIN WOOD, Assistant Professor

Education

BA, Psychology, American University, 2001

PhD, Social/Personality/Organizational Psychology, University of Illinois, 2007

Came to Wake Forest

2007

Major Area

Personality Psychology

Scholarly Interests

- Personality development
- Measuring social norms and expectations
- Understanding how personality and social relationships impact one another
- Assortative processes (e.g., similarity in friends, roommates, romantic couples)
- Dyadic and social network data analysis

Courses Taught

- Research Methods
- Personality Research

Professional Memberships

- American Psychological Association
- Association for Psychological Science
- Society of Personality and Social Psychology

Awards and Honors

- University of Illinois Dissertation Completion Fellowship (2006)
- Seymour Sudman Dissertation Award (2006)
- International Positive Psychology Summit Fellow (2005)

Hobbies and Outside Interests

Sports (tennis, ultimate frisbee, frisbee golf, softball, poker), outdoor activities (hiking, mountain biking), drawing, reading, traveling, movies

Opportunities for Student Research

Here are some questions that I would like to answer:

- How much and why do people vary their behavior across people and contexts?
- Do roommates impact one another's development? And if so, for how long?
- How does the way you perceive others relate to your personality?
- What are the major dimensions of mate preferences?
- How aware are people of their personalities, and affiliation (friend, mate) preferences?
- How do your interests and affiliation preferences shape your personality over time?
- When two people say they are similar to one another, in what ways are they actually similar?
- How well can we predict whether two individuals will like one another before they actually meet?

DEPARTMENTAL STAFF

Teresa Hill, Administrative Coordinator

Teresa received her B.S. from Wingate University in 1982. She celebrated her 25th anniversary with Wake Forest University this year. Teresa spends most of her spare time reading, reading, and reading and playing the piano for a variety of groups at church. Teresa and her husband, Robert, enjoy vacationing at Sunset Beach, NC and cheering for Appalachian State University where their son, Tyler, is a freshman (planning to major in psychology!).

Faye Reece, Departmental Secretary

Faye joined the Department of Psychology in September 1997. She has many talents – spending her spare time sewing, knitting, cooking, singing in the choir, and playing the piano and organ. Faye and her husband, John, have two adult children, Michael, who lives in the area, and Melisa, who lives in Raleigh with her family. Faye and John enjoy their granddaughter, Hannah and three grandsons, Garrett, Luke, and Riley.

Richard King, Instructional Technology Consultant

Richard received his B.S. in Management of Information Systems from High Point University. Prior to joining Wake Forest University, he worked as a network administrator for a local nonprofit organization. He and his wife, Regina, enjoy traveling, dancing (both danced for several years on a competition clogging team), working inside and outside on their (old) house, and spending time with Christian, their baby boy. If you hear bluegrass tunes drifting from Richard's office, you might catch him picking the banjo!

DEPARTMENTAL DIRECTORY

FACULTY	OFFICE #	OFFICE PHONE
Main Psychology Office	415	5424
Batten, Phillip G.	411	5749
Beck, Robert C.	470	5739
Best, Deborah L.	471	5748
Blumenthal, Terry D.	112	5531
Buchanan, Christy M.	449	5123
Dagenbach, Dale	217	5740
Davis, Stephen W.	412	6015
Edwards, C. Drew	412	6015
Fleeson, William	460	4232
Friedman, Jacqueline N.	411	5749
Gedmark, Elizabeth, Project Coordinator	464	4824
Greene, Heath L.	409	4648
Haire, Ashleigh D.	445	3631
Hill, Teresa, Administrative Coordinator	418	5425
Jennings, Janine M.	429	3632
Kiang, Lisa	446	5750
King, Richard E., Instructional Technology Specialist	421	1882
Noftle, Erik E., Postdoctoral Research Associate	456	3880
Petrocelli, John V.	459	4171
Pratt, Wayne E.	451	5745
Reece, Faye C., Staff Assistant	415	5424
Schirillo, James A.	428	4233
Seta, Catherine E.	221	4876
Silman, Alycia K.	410	5744
Sloan, William W.	412	6015
Solano, Cecilia H.	444	5741
Stephens, Joseph D. W. (Beau)	450	4576
Stone, Eric R.	222	5729
Wood, Dustin	438	6134