



Department of Psychology
UMBC
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DEPARTMENT OF PSYCHOLOGY
**Guide for
Psychology Majors at UMBC**
2015–2016 Edition



TABLE OF CONTENTS

Welcome	2
Why Major in Psychology at UMBC	2
Department & Faculty Offices	2
Major Requirements	2
Admittance into Closed Courses	4
Independent Research & Internships	4
Areas of Concentration	5
Departmental Honors Program in Psychology	6
Academic Advising	7
Student Organizations	8
Careers in Psychology	9
Heading Towards Graduate School	10
Frequently Asked Questions	11
A Few Final Words	12
Faculty Member Directory and Research Areas	13
Bachelor of Arts Requirements Checklist	18
Bachelor of Science Requirements Checklist	19



Please note that this Guide is not an official statement of University requirements or policies. If anything in this Guide conflicts with the UMBC Catalog, the Catalog statement is binding.

2015-2016 Edition

For news and updated information, visit our website at psychology.umbc.edu

This edition is dedicated to Dr. Eliot Shimoff, who was an integral part of the undergraduate program. Dr. Shimoff passed away in January, 2004.

WELCOME!

Welcome to the Psychology Department at UMBC. This brochure provides a short introduction to the department, and answers some questions frequently asked by students like you.

WHY MAJOR IN PSYCHOLOGY AT UMBC?

Students choose to major in psychology for many different reasons. Some students see the psychology major as the first step towards a career as a psychologist, and plan to continue their studies in graduate school. Other students choose psychology because it fits into their more immediate occupational plans; majoring in psychology is a good way to start a career in education, social work, and many other social service professions. Psychology is also often a first step in careers in advertising, business, civil service, personnel and human resources, public relations, sales, or any other field that includes extensive work with people; many psychology majors go on to law school or medical school. Finally, many students major in psychology because it is interesting. (If you ask your instructors, you are likely to find that most of them started in psychology for the last reason- they find it interesting and enjoyable to study behavior!)

You may have chosen psychology for any one of these reasons, or for some combination of reasons; UMBC's psychology major is flexible and is designed to meet the needs of many students. Whatever your personal reasons, we welcome you to UMBC's Psychology Department and look forward to working with you. At the end of this booklet, you will find a list of faculty members and a short description of the kinds of research we do; that list should give you an idea of the broad range of interests represented in our department, as well as the breadth of psychology in general. One of the most appealing features of psychology as a field is that almost anyone can find something in psychology that is fascinating.

DEPARTMENT AND FACULTY OFFICES

Psychology Department faculty members have offices in the Mathematics-Psychology Building, mostly on the third floor; the list of department faculty members and their research interests at the end of this guide includes office and phone numbers. The departmental office (410-455-2567), which includes mailboxes for faculty members and graduate students, is in MP 312. Graduate student offices are also on the third floor, as well as in MP 009. A bulletin board opposite MP 317 has been reserved for notices of interest to psychology undergraduates. Through a collaborative initiative of the University System of Maryland, the Department also offers the B.A. degree at the Universities at Shady Grove in Rockville, Maryland. For additional information, please visit www.umbc.edu/shadygrove.

MAJOR REQUIREMENTS

Psychology major requirements for the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are specified in the UMBC catalog. There are also helpful checklists of required courses in the back of this guide.

Both the B.A. and B.S. programs provide students with high quality instruction, an emphasis on social responsibility, and rich opportunities for research and internships. As a liberal arts program, the B.A. in psychology is designed to provide flexibility, so that many courses can be chosen to match your specific interests, while ensuring that you develop a core understanding of the scientific aspects of psychology and sample courses from various areas of the field. The B.A. degree provides many students with an opportunity to double major or minor in other disciplines.

The Bachelor of Science in Psychology degree focuses on an interdisciplinary approach designed for students with an interest in research and biological aspects of human and animal behavior. The science-oriented psychology course requirements, and the additional credits in biology, chemistry, mathematics, and research will enhance an undergraduate's readiness for graduate study and careers in medicine, research, health care, and many other fields. Through these courses, B.S. students will receive further training in the empirically based, scientific study of behavior and psychological processes, with an emphasis on biologically based investigation. The curriculum is designed to develop skills in critical thinking, creative problem solving, research techniques and intellectual curiosity. Graduates with such skills are highly sought after by employers and graduate admission boards.

Keep in mind that a grade of C or better is required for all courses used to meet major requirements. A single course can meet several different requirements; for example, PSYC 100 can be used to fulfill one of the University's graduation requirements in Social Sciences, as well as the psychology major requirement, and SOWK or EDUC program requirements.

The following is a description of the course requirements, and what you can expect to learn from fulfilling each of them. (In addition, on the last page of this booklet you will find course checklists to assist you in scheduling and completing the major requirements.)

A. General Requirements

All psychology majors take *Introduction to Psychology* (PSYC 100) or its equivalent. This is a standard introductory survey course, and will give you an overview of what psychology is all about. All psychology majors must also take the two-semester sequence of PSYC 211: *The Science and Profession of Psychology*, and PSYC 311: *Research Methods in Psychology I*. In PSYC 211, students develop the foundational skills necessary for success in the Psychology major, including critical reasoning skills, information literacy, quantitative reasoning, ethical and social awareness, and basic writing skills in the discipline. In addition, PSYC 211 enhances student understanding of careers in psychology and awareness of opportunities for research experience, service learning, and internship training. PSYC 311 focuses on evaluation and interpretation of psychological research: how and why psychologists conduct research, interpretation of basic descriptive and inferential statistics, use of the psychology literature and critical evaluation of published research, technical writing skills in psychology, and ethical and cultural considerations in psychological research. You may find these courses challenging, but the skills you acquire in PSYC 211 and 311 are likely to serve you well whatever your specific career goals are. For students who are interested in graduate study in Psychology and related disciplines, PSYC 312: *Research Methods in Psychology II* is highly recommended, and is required for students pursuing the Bachelor of Science degree.

B. Domain Requirements

For the Bachelor of Arts, psychology majors must choose one course from each of the following domains: Learning & Cognition; Social, Personality & Abnormal Psychology; Biological Bases of Behavior; Development; Culture, Diversity, & Context; Applied Psychology, with no more than three courses at the 200-level. See listing on page 18. Which courses should you choose? That will depend on your interests, whether you have a strong preference for a particular instructor, and which courses fit into your schedule. Your faculty advisor will be able to help you make your choice.

For the Bachelor of Science, students are required to take specific Core courses (PSYC 210, 335 and 370), 6 credits of research (PSYC 397, 490 or 498 & 499), and a host of interdisciplinary coursework in science and math (Biology, Chemistry and at least Pre-Calculus Math). In addition, students must choose one course from each of the following domains: Social, Personality, & Abnormal Psychology; Development; Culture, Diversity, & Context; Applied Psychology, with no more than two courses at the 200-level.

C. Approved Upper-level Electives

For both the B.S. and B.A. degrees, psychology majors must take 6 credits of upper-level courses in psychology. At least 3 of these credits must be at the 400 level. Courses that count toward this requirement include all 300 and 400 level psychology courses except PSYC 331, PSYC 332, PSYC 311, PSYC 397, PSYC 398, PSYC 399, PSYC 490, PSYC 498 or PSYC 499. This "upper level" requirement is to make sure that you have a chance to see the depth as well as the breadth of psychology. Your choice of courses to fulfill this requirement will depend on your interests and preferences. There are checklists for both the B.A. and B.S. in the back of this guide on page 18. Additionally, there is a rack of forms located outside the main department office (MP 312).

D. SOWK, SOCY, Courses for Dual Majors

Many psychology majors are also majoring in Social Work or Sociology. Students in these programs are allowed to use an approved upper-level SOWK or SOCY course fulfill part of the Upper-level Requirement. SOWK majors may use SOWK 388 for one of the 300-level major elective courses. In addition, PSYC/SOCY double majors can use some course combinations to their advantage - they can use one of the following SOCY courses in place of a 300-level Psychology elective: SOCY 332, 341, 351, 355, 357, 430, 458. Sociology allows double majors to take PSYC 331+332 or PSYC 311+312 in place of SOCY 301.

ADMITTANCE INTO CLOSED COURSES

It is important to attend the first class session to find out the instructor's policy on admitting additional students into the class, and to make the instructor aware of your interest. You should find out your particular instructor's preference for formal requests during that first class session.

INDEPENDENT RESEARCH & INTERNSHIPS

We encourage students who are especially interested in psychology to do independent research with a faculty member. You can get credit for this by registering for PSYC 397 or PSYC 490.

PSYC 397 (*Research Experience in Psychology*) provides opportunities for research experience under direct supervision of a faculty member. The student serves as a research assistant in an ongoing project, but generally is not responsible for the entire scope of an experiment (e.g., design, execution, data analysis, and preparing a manuscript). PSYC 397 can only be taken pass/fail, and may be repeated for up to 6 credits; it is an excellent way to learn about research "from the inside." If you find this course of interest, be sure to read the bulletin board in the hall on the third floor of Math/Psychology.

Students taking PSYC 490 (*Independent Research Project or Independent Reading in Psychology*) play a more active role in every phase of a research project, and students often take primary responsibility for an entire experiment. PSYC 490 can be repeated for up to 9 credits, but only 6 credits can be used for meeting major requirements; you can take a maximum of 3 credits per semester with a given instructor. Details of course requirements

must be worked out in advance with the instructor; typically, PSYC 490 activity involves research with a faculty member, but alternatives (e.g., extensive library reviews) have also been successful.

Students taking either PSYC 397 or PSYC 490 usually start by taking a course with a faculty member, and then asking him or her about the possibility of independent research. Registration must be authorized by the instructor before you are able to register for either PSYC 397 or PSYC 490.

Students may also receive academic credit for structured practical experience in psychology by taking either PSYC 398 (*Applied Psychology Internship*), which you can think of as a part-time work experience, or PSYC 399 (*Cooperative Education in Psychology*), which you can think of as a full-time work experience. Check the catalog for details, and then discuss the possibilities with your advisor. You can also contact the Career Center at 410-455-2216 (<http://www.careers.umbc.edu>) to learn more about research, service learning, and internship opportunities.

AREAS OF CONCENTRATION

The Psychology Department offers four areas of concentration: Diversity, Inclusion and Multicultural Psychology, Biopsychology, Developmental Psychology and Human Services Psychology. These concentrations should be seen as a set of recommended courses. If you plan to seek a job with a B.A., you may be able to improve your chances if you can tell a prospective employer that you have completed the area of concentration requirements in addition to your regular degree. You will receive a certificate of completion from the department.

The concentration in Diversity, Inclusion and Multicultural Psychology is designed to promote critical thinking skills that will enhance diversity awareness, develop fluency in diversity issues, and integrate the value of diverse belief systems that can be applied to any aspect of future careers. Completion of this concentration will provide a foundation for promoting mutual respect, working competently with, providing services to, and studying diverse populations in more sensitive and culturally appropriate ways.

The concentration in Biopsychology provides students with a more in depth understanding of physiological side of psychology including coursework in neuropsychology and genetics. The Developmental concentration is designed to prepare students to reflect on the intersection between the reciprocal influence of culture, neighborhoods, school climate, and families as well as public health concerns and human development across the lifespan. The Human Services concentration is concerned with the application of psychological knowledge to understand, treat and prevent psychological and physical disorders. All four areas of concentration include a research/internship component. To learn more about the requirements for each of these concentrations, please refer to our department website and complete a concentration checklist to submit to our Academic Advisor at the end of your final semester at UMBC.

In addition, the department offers a Certificate in Psychology of the Workplace. Students interested in this area should speak to their Advisor or look on the department website for the Certificate requirements. Completion of this Certificate will provide a foundation in the psychology of organizations. Students interested in careers in Human Resources and other aspects of workplace management, as well as those considering graduate studies in business or industrial/organizational psychology will gain relevant skills and insights regarding multiple aspects of a workplace. A student who completes the requirements for this Certificate should indicate this when he/she applies for graduation through the Registrar's

Office, so that it can be noted on his/her transcript.

You can find course requirements for concentrations in the department office, room MP 312 or on the department website. In addition, your advisors are also an excellent resource for more information about areas of emphasis in the major. Course requirements can also be found on the wall across room MP321.

DEPARTMENTAL HONORS PROGRAM IN PSYCHOLOGY

The Honors Program, currently under revision, provides undergraduates with an opportunity to pursue advanced independent research in Psychology. This is particularly valuable for students who are interested in going to graduate school, since research experience is given considerable weight by admissions committees. Note that most students complete two semesters of PSYC 397 (Research Experience) before initiating honors research.

Admission criteria

45 college credits with minimum GPA of 3.0

13 credits in Psychology at UMBC with minimum GPA of 3.5

Program description

All requirements for Psychology majors

8 credits in upper-level honors courses (PSYC 498 and 499)

Prior to enrolling in PSYC 498, students must identify a potential research topic, and obtain approval of a faculty member who is willing to supervise the research. This is typically accomplished via enrollment in PSYC 397 or 490. Under exceptional circumstances, the required enrollment in one of these courses may be waived (e.g., if the student developed a research project as part of another course).

PSYC 498: Honors Research (4 credits)

Prerequisite: permission of faculty research supervisor

All Honors students design and carry out an original research investigation under the supervision of a faculty advisor. A formal research proposal is required, which must be approved by their Honors Research Committee (faculty advisor plus an additional faculty member.)

PSYC 499: Honors Research (4 credits)

A written report of the research, the Honors Thesis, must be submitted by the end of the semester. Students must also present their research in either oral or poster format at an appropriate venue (e.g., Psychology Department Colloquium; UMBC Undergraduate Research and Creative Achievement Day; a professional/scientific conference).

All Honors theses are professionally bound and archived in the Department; a bound copy of the Thesis is also presented to the author. Students who complete the Honors Sequence and have a Psychology GPA of at least 3.5 are eligible to receive the B.S. or B.A. with Departmental Honors.

Recent Honors Theses

The Effects of Emotion on Preschoolers' Compliance to Peer Requests. Meg Viar. Advisor: D. Shultz

Videogame Distraction for Acute Pain: The Effects of Pre-Trail Training, Megan Pejsa.
Advisor: L. Dahlquist

APPLICATIONS: Department Office MP 310-312

ACADEMIC ADVISING

All new freshman, new transfers and recently declared majors should meet with the department's Academic Advisor, Mrs. Darian Schiffman (410-455-2366, MP 312 B) in the Psychology Main Office to be provided with advising clearance prior to course registration during their first semester in the major. Mrs. Schiffman will also assist students with a psychology minor and those students who may be considering psychology as a major. Additionally she is available to answer questions about University requirements (such as academic policies, registration concerns and general graduation requirements), academic support, transfer concerns, research opportunities and career options.

Below are some useful resources for common advising and registration related issues students may come across:

Help Tickets:

- MyUMBC
- Help
- Request Help

Check appropriate office/issue and make sure to include your name and campus ID. For example, if you notice that courses are being populated in the wrong categories on your degree audit, you can submit a help ticket to the degree audit office and ask for the correction to be made.

How To Find Out Your Registration Appointment:

Visit: <http://registrar.umbc.edu>

Then click on:

- Academic Calendar
- Registration Appointments
- Appropriate Semester

Registration appointments are based on EARNED CREDITS, not attempted.

The Office of Undergraduate Education (OUE): Where To Go To Petition Course Repeat (3rd Attempt), Late Add, and Change to Grading Method

Visit: www.umbc.edu/undergrad_ed/research/

Then click on:

- Academic Standards & Policy Administration
- Undergraduate Petitions

Once students have met with Mrs. Schiffman, students are then matched with appropriate faculty advisors. Students may locate their assigned faculty advisor by visiting MyUMBC. Under "Topics" click on "Advising & Student Support." Once there, click on MyAdvisor.

Students may email their advisors from that page to set up their appointments. Your faculty advisor is familiar with UMBC and departmental policies, and wants to help you. Students can also get in touch with their advisor by email or by leaving a message in his or her mailbox.

All students must meet with an advisor at least once per semester (Fall and Spring) in order to obtain authorization to register and discuss academic progress and post-graduate plans. Please review your progress towards your degree prior to these appointments by reviewing your degree audit, and come prepared to discuss your upcoming semester plans. Major checklists can be found on our website. If Psychology is your second major or minor, and you are being advised in another department, you need to speak with a Psychology advisor to discuss the Psychology requirements. Being aware of any previous coursework from other academic institutions and having paper copies of any relevant transcripts can be helpful.

Registration time is particularly busy; there is no reason why you should not visit your advisor with questions at other times during the academic year. Meeting with your advisor at other times during the year can provide more opportunity to discuss career plans or other topics of interest. All department faculty hold regular weekly office hours throughout the academic year. Your advisor can also help direct you to other faculty or university resources to facilitate your success. Advisors can review University graduation requirements with you, but cannot waive University graduation requirements. Your advisor may be able to help you straighten out problems (e.g., why a course did not transfer).

Your advisor makes the final and binding decision on whether you have met the requirements for the psychology major. If your advisor has approved a modification in major requirements, you should get written confirmation of this decision and ask your advisor to confirm this decision on your online advising notes.

Advisors often provide useful information about graduate school and career opportunities. But advisors are not the only source of such information; you can also check with your instructors, other department faculty, and with the UMBC Career Development and Placement office (410-455-2216 MP 204).

STUDENT ORGANIZATIONS

The UMBC Chapter of Psi Chi, the national honor society in psychology sponsors a variety of activities throughout the year. For additional information or to apply, please contact Dr. Julie Murphy (MP 302, 410-455-3650).

CAREERS IN PSYCHOLOGY

The Psychology major is a first step towards a wide variety of fields, including Professional Mental Health, Social Services, Education, Advertising, Business, Public Policy, Medicine, and any other area that requires an understanding of and interest in people's behavior, attitudes, and/or emotions. You can add to your marketability by combining the Psychology major with a second major, minor, or concentration.

Ms. Diane Crump-Fogle, Associate Director at the Career Services Center (MP 212), specializes in assisting psychology majors with finding graduate programs and career opportunities. The following fields are some of the most frequent employers of Psychology majors:

BUSINESS, including advertising, marketing, and public relations

EDUCATION, including daycare centers, elementary, high schools, and universities

HEALTH, including hospitals, rehabilitation centers, non-profits, and government

MENTAL HEALTH, including mental health centers, government agencies, non-profits, and residential programs

PSYCHOLOGY, including specialty areas in Clinical, Counseling, Developmental, Social, Cognitive, and Industrial/Organizational

PUBLIC POLICY, including legislative aides, non-profits, and national associations

RESEARCH, including government, universities, and laboratories

For additional information:

The Career Center's page for links by major.

<http://careers.umbc.edu/students/majorsheets/links.php>

The American Psychological Association (APA) has publications detailing career options and resources for Psychology majors.

<http://www.apa.org>

The National Association of Social Workers (NASW) provides information for students who wish to pursue the Social Work field.

<http://www.socialworkers.org>

The American Counseling Association (ACA) can help students research the different paths in the Counseling field.

<http://www.counseling.org>

The Occupational Outlook Handbook (OOH) describes the differences between mental health fields, such as Psychology, Counseling, and Social Work, as well as others.

<http://www.bls.gov/oco>

HEADING TOWARDS GRADUATE SCHOOL

Many students who major in Psychology continue their education in graduate or professional school. Students who are considering an advanced degree should begin planning for this next step in their education by their sophomore or early junior year. Your academic advisor can be an excellent source of guidance and information; make an appointment with him/her early on to discuss your educational and career goals and the process of applying to graduate school.

The graduate school application process is time consuming and takes careful planning and research. Students should target three to six programs that best match their future career interests. They will need to take the entrance examinations, such as the GRE general and subject tests, prepare a personal essay highlighting their interests and experiences, secure three professional references, and send official copies of their transcripts. Some programs have additional requirements, such as a resume, CV, or personal interview.

Psychology students often pursue Psychology, Social Work, or Counseling in graduate school. Be sure to research the differences between these graduate programs and career paths. All of these programs also have specialty areas, such as School, Clinical, Rehabilitation, Career, Cognitive, and College Student Personnel. Many of these specialties will allow you to gain employment in mental health service delivery at the Masters level, while some specialties require a doctorate (either Ph.D. or Psy. D.).

The major can also be a stepping-stone towards an advanced degree in Law, Medicine, or Business. Students interested in these areas should work closely with their advisors to ensure that they are following a curriculum that will lead them towards their chosen fields.

Things to consider when exploring graduate programs:

- Reputation (accreditation)
- Program (philosophy, focus, theory, application)
- Faculty (reputation, research)
- Financial Aid (loans, scholarships)
- Assistantships
- Employment Rate | Career Center Services
- Geographic Location
- Facilities | Affiliations

For additional information:

The Career Development Center offers a Guide to Applying to Graduate Schools.

<http://www.careers.umbc.edu/gradpub>

The Education Testing Service (ETS) offers information on the general and subject Graduate Record Examinations. Students pursuing an advanced degree in Psychology may be required to take the Psychology subject GRE test that is offered several times a year. Dates and general information are provided online (www.ets.org).

Gradschools.com provides information on Psychology and Counseling programs.

<http://www.gradschools.com/psychologysearch.html>

The Peterson guide provides details on graduate programs throughout the country.

<http://www.petersons.com/>

The American Psychological Association (APA) provides resources for Psychology majors.

<http://www.apa.org>

The Psychology Department has an Undergraduate Resource Room with several publications on graduate programs and the GRE's for Psychology majors. See a student assistant at the front desk in room MP 312 for access.

FREQUENTLY ASKED QUESTIONS

Question: I took a 3-credit Intro PSYC at another school. The UMBC catalog says that PSYC major requirements are 36 credits, and I'll end up with only 35. Does that mean I have to take an additional course?

Answer: No, You do not have to take an extra course to make up for the missing credit.

Question: I want to take PSYC XXX, but I got a D in the prerequisite or, I didn't take the prerequisite at all; what should I do?

Answer: A grade of "C" or higher is required for all Psychology courses to be used towards the major, minor, or concentration. If you got a D in a prerequisite, you will need to repeat the course before continuing to a higher level course. (Be aware that University policy states that you can only attempt a course twice; a third attempt requires petitioning the Office of Undergraduate Education). If you are unsure if you have met a prerequisite, check with your Advisor.

Question: There are three instructors scheduled to teach PSYC XXX; how do I know which one is best?

Answer: There are three easy ways to check on an instructors teaching style. Go to the class just before it meets, or just after it lets out, and ask students about the course. Or, ask the instructor for permission to sit in on a class. Or (one of the best-kept secrets on campus), check the Student Course Evaluation Questionnaire data from previous semesters that are available at the Circulation Desk of the library or online on the website of Institutional Research (Click on SCEQ.)

Question: My advisor told me that, in light of extenuating circumstances, I do not have to take PSYC XXX, which is a requirement for the major. Is that really OK?

Answer: Yes. Before you graduate, it is your advisor who reviews your transcript to be sure that you have met major requirements. But just in case someone else does the graduation review (e.g., if your advisor is on leave), it's always a good idea to get special dispensations in writing. (Incidentally, advisors will usually check with the Department's Undergraduate Studies Committee before waiving a requirement. Advisors cannot waive General Education Requirements or General Foundation Requirements.)

Question: Do I have to have an Area of Concentration?

Answer: No, you do not. Students completing the Psychology of the Workplace concentration will receive a Certificate as well as a notation on their official transcripts. For students in the Biopsychology, Developmental or Human Services areas of concentration, there is no formal certification or recognition; these are best seen as lists of suggested courses for students with particular interests.

Question: Can I use a Pass/Fail course toward the major or minor? What about a "D" grade?

Answer: No, all courses toward the major and minor must be taken under the regular grade method and you must earn a "C" or higher.

Question: What is the difference between the B.A. and B.S.? Is one of them better?

Answer: Your decision to pursue the B.A. or the B.S. should be based on your career goals and the direction you plan to go after graduation. The BS was designed for students seeking paths in research, pre-med and other pre-professional programs as well as a host of other science oriented careers. It may also look stronger for graduate programs in clinical psychology. The BA would be suitable for career and graduate school paths such as social work, counseling, mental health, education, business, community psychology and other service related fields. Given the credit requirements, it is generally more feasible to double major with the B.A.

Question: I've taken (or plan to take) a psychology course at another institution. How do I know what it equates to here and if it applies toward the degree?

Answer: If it's a course from a Maryland community college, you can check yourself using the ARTSYS articulation system. If it's from another college, you should contact the department advisor, Mrs. Darian Schiffman, for information on having it equated. You should be ready with a course description or syllabus from the school you attended. If you plan to take courses once you're admitted to UMBC, you need to complete a "Verification of Transferability" form found in the Registrars Office. You will need an advisor's approval and signature if it's a major requirement.

A FEW FINAL WORDS

In planning your career, take advantage of all that we have to offer you. Read the books and browse the web sites suggested in this brochure to get ideas about planning your major and your career. Check in with the Career Development Center to learn what they can do for you. Talk to your advisor and to other faculty members for guidance in exploring the rich world of psychology.

Psychology is a challenging and vibrant field; we hope that, in taking psychology courses, you get a sense of the excitement that we find in psychology. Majoring in psychology should help you develop a better understanding of how the science of behavior can enrich our lives. In the formal analysis, there are few enterprises more stimulating or interesting - or with greater potential benefits. Lastly, we wish you the best of luck!

FACULTY MEMBER DIRECTORY AND RESEARCH AREAS

Dr. Christopher Murphy, Chair – chmurphy@umbc.edu (410-455-2367)

Abuse and violence in intimate adult relationships. Example topics include the efficacy of cognitive-behavioral and motivational treatments for intimate partner abuse, the role of alcohol and drugs in partner abuse, and posttraumatic stress symptoms as both a consequence of abuse victimization and contributing factor in abuse perpetration.

Student activities: Literature searches, therapy session coding, data management, phone outreach to survivors of intimate partner violence, analysis of archival data from clinical studies.

Dr. Jasmine Abrams – jaabrams@umbc.edu (410-455-0156)

Examining the role of culture and identity in explaining and preventing health disparities (e.g., HIV and cardiovascular disease) among persons of African ancestry. Research and intervention programming are conducted both domestically and internationally (Haiti, Dominican Republic, Brazil, and South Africa) with a special focus on women's health.

Student activities: Building community partnerships, organizing and executing health-related community events, analysis of archival data, preparation of research reports and presentations. Future activities will include participant recruitment, community based data collection (quantitative and qualitative), data entry, and data management.

Dr. Diane L. Alonso – dalonso@umbc.edu (301-738-6318, Shady Grove Campus)

Cognitive Psychology, Human-Computer Interaction (HCI), the use of technology in the classroom, interdisciplinary, inter-institutional, and inter-professional education.

Student activities: Off-site internships, independent research projects at the Shady Grove campus, Psychology Students Association (PSA).

Dr. Robert Anderson – randerso@umbc.edu (410-455-2567)

Health Psychology, healthy personality, and healthy relationships. Clinical psychology and conceptualizations of deviance. Aggression and forensic psychology. Interdisciplinary studies, contextual bases of behavior, critical thinking and scientific literacy.

Student Activities: Internship (service learning and field placement experiences). Interdisciplinary Studies. Independent research, literature reviews, and library/internet research.

Dr. Linda Baker – baker@umbc.edu (410-455-2415)

Student's development within educational contexts (pre-K through college), including: literacy development; motivation; metacognition; evaluation of educational interventions; family influences; neurocognitive correlates of academic achievement.

Student activities: Responsibilities vary but may include administering assessments, questionnaires, and experimental tasks to participants on and off campus (including the fMRI facility), coding and entering data, and working collaboratively with members of the research team on other tasks that arise.

Dr. Robin A. Barry – rbarry@umbc.edu (410-455-2304)

Understanding the reciprocal influences between couple and family relationships and personal and interpersonal well-being and distress.

Student activities: Work with research participants administering interview, behavioral and questionnaire assessments, behavioral coding, interview transcription, data entry and analyses, literature search.

Dr. Danielle Beatty – dlbeatty@umbc.edu (410-455-2426)

Understanding the relations among race, health disparities, socioeconomic status, and cardiovascular disease risk among racial minorities using traditional experimental techniques as well as modern ecological momentary assessment technologies.

Dr. Shawn M. Bediako – bediako@umbc.edu (410-455-2349)

Stigma and chronic illness; psychosocial aspects of sickle cell disease; social and cultural determinants of health-promoting behavior.

Student activities: Conducting and analyzing data from experiments, administering surveys, data entry and management, internet and library research, preparing conference presentations.

Dr. John Borrero – jborrero@umbc.edu (410-455-2326)

Behavioral applications to response allocation of college undergraduates, persons with intellectual disabilities, and typically developing young children.

Student activities: Assisting with laboratory sessions, observing, scoring, and graphing behavioral data, and intensive literature searches to facilitate manuscript preparation.

Dr. Anne E. Brodsky – brodsky@umbc.edu (410-455-2416)

Dr. Brodsky's research and applied work focuses on the resilience and the role of communities, psychological sense of community, and cultures in creating and resisting societal risks, including community violence, poverty, racism, sexism and other forms of oppression. She has used mostly qualitative methods to explore resilient processes in diverse populations; including single mothers raising children in risky neighborhoods of Washington, DC; low income women in a holistic job training and education program in Baltimore, MD; Afghan women in pre and post- Taliban Afghanistan, and most recently the experiences, attitudes, and interactions of immigrant and non-immigrant communities in the Baltimore/Washington corridor and in Italy.

Student activities: Various experiences related to conducting, organizing, coding, and analyzing qualitative data with a focus on culture, gender and community.

Dr. Charissa Cheah – ccheah@umbc.edu (410-455-1059)

The interactions between individual, peer, family (e.g., parenting), and socio-cultural factors in predicting the social emotional development and health of children and adolescents in the U.S. (immigrant versus non-immigrants) and in different countries around the world. The role of parenting and cultural factors in predicting the psychological well-being of emerging adults from different ethnic groups in the U.S. and internationally.

Student activities: Research design, data collection (interviewing parents and children, questionnaire assessments, observations of behaviors), data entry and management, library research, involvement in conference presentations and publications, and attending research team meetings.

Dr. Lynnda M. Dahlquist – dahlquis@umbc.edu (410-455-2411)

Developing effective psychological treatments for the pain and fear children experience during medical treatment; child and family adjustment to chronic illness.

Student activities: Testing distraction-based management protocols with children and adults using laboratory pain protocols, recruiting families to participate in questionnaire-based studies; administering questionnaires, interfacing with medical staff, transcribing/coding parent-child interaction videotapes, scoring questionnaires, data entry, and library research.

Dr. Robert H. Deluty – deluty@umbc.edu (410-455-2420)

How clinical psychologists address moral/ethical issues with their clients; commonalities in the processes and outcomes of psychotherapy and poetry; and associations among the religious beliefs, political ideologies, and therapeutic orientations of clinical psychologists.

Student activities: Library and internet research.

Dr. Carlo DiClemente – diclemen@umbc.edu (410-455-2811)

Addiction and health behavior change with current projects in smoking prevention and cessation, drug abuse, diet, and exercise.

Student activities: Library and Internet research, interviewing, data entry, data management, assisting graduate students, working on presentations and publications.

Dr. Nicole Else-Quest – nmeq@umbc.edu (410-455-3704)

Gender development, emotions, math and science attitudes and achievement, disease-related stigma, ethnicity, and intersectionality. Recent projects include a longitudinal study of adolescents and their parents, focused on ethnic socialization and identity as well as academic attitudes and achievement.

Student activities: Data collection, entry, coding, and analyzing; literature searches; assisting graduate students; participation in journal article discussions.

Dr. Bronwyn Hunter – bhunter@umbc.edu (410-455-8161)

Substance abuse recovery and prisoner reentry. Specific topic areas promote individual and community health and well-being by focusing on stigma and how individuals cope with stigma, women-focused intervention and treatment, and policy change.

Student activities: Literature reviews, data entry/management/analysis, community outreach and networking, writing for professional presentations and publications.

Dr. Kenneth Maton – maton@umbc.edu (410-455-2209)

Minority student achievement (ongoing evaluation and implementation assessment of the Meyerhoff Scholars Program); Applied psychology and social policy (national interview student of psychologists seeking to influence social policy).

Student activities: Coding interview transcripts, data entry, assisting with literature reviews, tracking down research participants, preliminary data analysis.

Dr. Julie Murphy – jamurphy@umbc.edu (410-455-3650)

Lecturer in clinical psychology, assessment, and research methods. Current teaching focus on course redesign, empirically-supported teaching methods, and use of technology in the classroom. Previous research in sexual orientation, insult use, and therapist training.

Student activities: No current research projects, but Dr. Murphy is available to serve as a reader on honors thesis projects.

Dr. Eileen O'Brien – eobrien@umbc.edu (410-455-2365)

Research, training and consultation to early childhood initiatives; grant and policy writing and children's health care program development; course redesign; faculty learning communities; issues in higher education.

Dr. Steven Pitts – *spitts@umbc.edu* (410-455-2362)

Evaluation and application of emerging analytical techniques, particularly as pertaining to longitudinal data analysis; risk and protective factors of young adult substance abuse, developmentally limited alcoholism, and intergenerational transmission of substance abuse disorders.

Student activities: Interviewing participants, data entry and analysis, literature review, aspects of research development and design.

Dr. Raimi Quiton – *rquiton1@umbc.edu* (410-455-1277)

Neurobiological mechanisms of pain perception and the contributions of psychosocial factors (such as attention, stress, and gender) to individual differences in pain perception and the modulation of pain perception. Neurobiological mechanisms of chronic pain and its modulation by cognitive-behavioral therapies. The use of functional neuroimaging and psychophysics to study these topics in human volunteers.

Dr. Bernard M. Rabin – *rabin@umbc.edu* (410-455-2430)

Effects of exposure to a ground-based model of space radiation (cosmic rays) on behavior and brain function.

Student activities: Behavioral testing (novel object recognition, plus-maze performance, spatial learning and memory, operant responding) of rats that have been exposed to the types of radiation encountered in space.

Dr. Theodore Rosen – *throsen@umbc.edu* (301-738-6171, Shady Grove Campus)

Master in Professional Studies Industrial/Organizational Psychology Program.

Dr. Jason Schiffman – *schiffma@umbc.edu* (410-455-1574)

Early identification of psychosis. Premorbid and prodromal risk factors of psychosis. Psychosocial functioning and interventions for youth with, or at risk for, schizophrenia spectrum disorders, as well as their families. Reduction of stigma against people with psychosis and other mental health concerns.

Student activities: Data entry, literature search, assisting graduate students, participation in journal article discussions, possibly more clinical related activities depending on qualifications and available opportunities.

Dr. David Schultz – *dschultz@umbc.edu* (410-455-2414)

The prevention of preschool disruptive behaviors and promotion of social skills and academic readiness. Development of classroom lessons and online material to support preschool teachers and parents.

Student activities: Interview children, caregivers, and teachers; observe teachers and children in preschool classrooms; data entry.

Dr. Susan Sonnenschein – *sonnensc@umbc.edu* (410-455-2361)

Factors that promote academic success for children from different racial/ethnic and SES backgrounds. Current research focuses primarily on young children's math and literacy development and documents home and school experiences (including parent/teacher practices and beliefs) pertinent for educational success.

Student activities: Assistance with coding and analyzing data, library research, interviewing parents/children, assessing children's competencies.

Dr. Shuyan Sun – suns@umbc.edu (410-455-3431)

Quantitative research methods including multilevel modeling, structural equation modeling, measurement, meta-analysis, and their applications in the social and behavioral sciences.

Dr. Jolene Sy – jsy@umbc.edu (410-455-2525)

Behavior analysis in school settings. Specific examination of the effects of imperfect contingencies (e.g., delayed consequences and choice, reduced treatment integrity) on skill acquisition among individuals diagnosed with intellectual and/or developmental disabilities.

Student activities: Behavioral data collection, conducting experimental sessions, graphing and data analysis, data management, maintain relationships with collaborative institutions.

Dr. Shari Waldstein – waldstei@umbc.edu (410-455-2374)

The relation of cardiovascular risk factors and diseases to cognitive function, brain structure, and brain function. Biopsychosocial factors in the development of cardiovascular disease. How psychological factors influence acute, stress-induced cardiovascular responses. Race- and socioeconomic status – related health disparities in the prior associations.

Student activities: Data coding, data entry, library work, data collection, assisting graduate students.

Dr. Zoe Warwick – warwick@umbc.edu (410-455-2360)

Effective pedagogical practices in teaching of psychology; Lifespan changes in determinants of eating behavior, particularly overeating.

Dr. Karen Watkins-Lewis – kwatkin1@umbc.edu (301-738-6075, Shady Grove Campus)

Research and teaching in child development and socio-cultural psychology, Psychology related concepts in science, technology, engineering, and mathematics (STEM).

Additional details, as well as other opportunities not listed above, can be found on the “Research Opportunities for Undergraduates” bulletin board outside MP 320/321. Faculty may also mention research opportunities in class or post flyers throughout the department-so keep your eyes and ears open.

Department of Psychology
Major Requirements Checklist - *Bachelor of Arts (B.A.) Degree*
Effective for students who matriculated at UMBC Fall 2015 and later

At least 18 credits in Psychology that will be applied towards the major must be completed at UMBC. PSYC 311 is a pre-requisite for all 400 level PSYC courses.

Core Requirements (11 credits)	Semester Completed (must earn C or higher)
PSYC 100: Introduction to Psychology	
PSYC 211: The Science and Profession of Psychology	
PSYC 311: Research Methods in Psychology I	
One course from each of the following domains. No more than three courses at the 200-level. (18 credits)	
Learning & Cognition:	
PSYC 210: Psychology of Learning	
PSYC 316: Language & Thought	
PSYC 317: Cognitive Psychology	
PSYC 360: Psychology of Motivation	
Social, Personality, and Abnormal Psychology:	
PSYC 285: Abnormal Psychology	
PSYC 340: Social Psychology	
PSYC 380: Personality	
PSYC 382: Child & Adolescent Psychopathology	
Biological Bases of Behavior:	
PSYC 335: Physiological Psychology	
PSYC 370: Sensation & Perception	
PSYC 375: Neuroanatomy	
PSYC 390: Neuropsychopharmacology	
Development:	
PSYC 200: Child Developmental Psychology	
PSYC 304: Adolescent Psychology	
PSYC 305: The Exceptional Child	
PSYC 306: Lifespan Development	
PSYC 307: Psychology of Aging	
PSYC 365: Children with Disabilities	
Culture, Diversity, and Context:	
PSYC 230: Psychology & Culture	
PSYC 330: Child Development & Culture	
PSYC 356: The Psychology of Sex & Gender	
PSYC 357: Psychology of Women	
PSYC 387: Community Psychology	
Applied Psychology:	
PSYC 308: Child Maltreatment	
PSYC 320: Psychological Assessment	
PSYC 324: Introduction to Interviewing Techniques	
PSYC 342: The Psychology of Aggression & Antisocial Behavior	
PSYC 345: Introduction to Clinical Psychology & Psychotherapy	
PSYC 346: Industrial & Organization Psychology	
PSYC 385: Health Psychology	
Additional Upper-Level PSYC Courses (6 credits)	
At least 3 credits must be at the 400 level. May not use PSYC 397, 398, 399, 490, 498, 499.	
3 _____	
4 _____	

Department of Psychology

Major Requirements Checklist - Bachelor of Science (B.S.) Degree

Effective for students who matriculated at UMBC Fall 2015 and later

At least 18 credits in Psychology that will be applied towards the major must be completed at UMBC. PSYC 211-311 & 312 should be completed in consecutive semesters. PSYC 311 is a pre-requisite for all 400 level PSYC courses. 72 total credits for students who follow CHEM 101+102; 71 credits for students who follow CHEM 123+124. (One less credit for students who transfer in a 3 credit PSYC 100 course.)

Core Requirements (24 credits)	Semester Completed (must earn C or higher)
PSYC 100: Introduction to Psychology	
PSYC 211: The Science and Profession of Psychology	
PSYC 311: Research Methods in Psychology I	
PSYC 312: Research Methods in Psychology II	
PSYC 210: Psychology of Learning	
PSYC 335: Physiological Psychology	
PSYC 370: Sensation & Perception	
One course from each of the following domains. No more than two courses at the 200-level. (12 credits)	
Social, Personality, and Abnormal Psychology:	
PSYC 285: Abnormal Psychology	
PSYC 340: Social Psychology	
PSYC 380: Personality	
PSYC 382: Child & Adolescent Psychopathology	
Development:	
PSYC 200: Child Developmental Psychology	
PSYC 304: Adolescent Psychology	
PSYC 305: The Exceptional Child	
PSYC 306: Lifespan Development	
PSYC 307: Psychology of Aging	
PSYC 365: Children with Disabilities	
Culture, Diversity, and Context:	
PSYC 230: Psychology & Culture	
PSYC 330: Child Development & Culture	
PSYC 356: The Psychology of Sex & Gender	
PSYC 357: Psychology of Women	
PSYC 387: Community Psychology	
Applied Psychology:	
PSYC 308: Child Maltreatment	
PSYC 320: Psychological Assessment	
PSYC 324: Introduction to Interviewing Techniques	
PSYC 342: The Psychology of Aggression & Antisocial Behavior	
PSYC 345: Introduction to Clinical Psychology & Psychotherapy	
PSYC 346: Industrial & Organizational Psychology	
PSYC 385: Health Psychology	
Additional Upper-Level PSYC Courses (6 credits)	
At least 3 credits must be at the 400 level. May not use PSYC 397, 398, 399, 490, 498, 499.	
3 _____	
4 _____	
Research Experience: 6 credits from one or more of the following: PSYC 397, 490, 498, 499, or other advisor-approved experience.	
Interdisciplinary Coursework: (23-24 credits)**	
BIOL 141: Foundations of Biology: Cells, Energy & Organisms	
BIOL 142: Foundations of Biology: Ecology & Evolution	
BIOL 302: Molecular & General Genetics	
MATH 150: Pre-Calculus or MATH 155 Applied Calculus	
CHEM 101 & 102** OR CHEM 123 & 124**	