A Student's Guide to the Psychology Major

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Introduction

This pamphlet has been written by students and faculty in Psi Chi for undergraduates interested in the psychology major and in pursuing psychology as a career. Our goal is to provide students with the information and direction that will allow them to plan most effectively their undergraduate curriculum.

Psychology is the science of behavior. Psychologists seek to provide an understanding of thinking, personality, skill, learning, motivation, perception, and sensation through the study of both individual and group phenomena. As a psychology student you will learn about the fundamentals of development, personality, social psychology, abnormal psychology, learning, motivation, and biopsychology, as well as basic experimental and statistical methods. It is important for those interested in pursuing graduate work in psychology to be well-versed in many of these areas of psychology. Do not limit yourself to the courses that fulfill the requirements. It is also very important to develop your research abilities through directed research or independent research with professors. For those interested in careers other than those directly related to psychology, an undergraduate degree in psychology provides an excellent foundation for many other pursuits (e.g., management, law, psychiatry, social work, sales, and advertising, to name a few).

Choosing the Major

The general rule for success in any endeavor is to find something you like to do, and then pursue it with vigor and persistence. This certainly applies to undergraduate life at a University center. Choosing Psychology as a major, you may have reasons that have little or nothing to do with liking Psychology. For example, it may seem to be an "easy" major -- undemanding and allowing lots of time for "fun." If so, we think you may be wrong on two counts: 1) many students find the Psychology major to be far from easy and 2) much of the "fun" of undergraduate life is in the intellectual stimulation of learning, discovering and enlightenment. We believe that to obtain the best educational experience during your undergraduate years, you should take an active part in planning and choosing your courses. That means choosing courses that broaden your knowledge, deepen your understanding, expand your capacities, sharpen your skills, and maybe even inspire and delight you. Professors and courses vary in their ability to do these things and it is your task to find out which ones will most likely enrich your life here. Talk to upperclassmen, graduate students, faculty advisors, department chairpersons, students and advisors in honor societies (such as Psi Chi) and the like, to become informed about your choices. Of course, things will not always work out as hoped, but at least you will be actively engaged in directing your education rather than passively and aimlessly following a path with no clear goal.

This is a large University with big classes and lots of students. It's easy to get lost in the crowd! You are best off rising above the faceless masses as soon as you can. Of course, there will be those huge classes in the popular survey courses, where the professor looks about 10" tall from the back of the lecture center classroom and the tests consist of 10 pages of multiple choice questions. But remember, every professor has office hours, and usually loves to talk about the subject matter in the course. If you can find something of genuine interest about the courses to talk about with the professors, do so. Let them know you exist, have an engaged mind, and care about the lectures and your grasp of the material. Eventually you will be able to choose from among a list of courses in which the class size is less than 30 and you can have genuine classroom discussions with the professor. There are many courses available now that have writing assignments. This is excellent preparation for your future professional life, where writing is always a valued skill. Especially in your senior year, you can choose courses that aim at a high degree of specialized and advanced knowledge about a topic, and often are taught as seminars with an intense level of student participation. This is the graduate school norm of learning.

Advisement Center

The Department has established an Advisement Center (SS 399B) to help psychology majors keep on track in their curriculum progress. Further, the Center can help students make wise choices of courses to fit their career expectations. Graduate students, trained as advisors, staff the Center. Dr. Robert Rosellini is Director of the Advisement Center and Annie Connors is the Academic Advisor. Its door is open many hours throughout each week of the school year, and we strongly urge you to make use of it if you need advice about the Psychology major or graduate school.
Requirements for the Major (for those matriculated prior to Fall 2008)

To be admitted to the Department of Psychology, you must have completed APSY 101 (Intro), APSY 210 (Statistics), and APSY 211 (Experimental), with grades of C- or better in each course, and you must have a grade point average of at least 2.5 in psychology classes taken at UAlbany. To fulfill the major requirements, you must take fifteen credits from the following:

- APSY 203
- APSY 214
- APSY 270*
- APSY 314*
- APSY 327*
- APSY 338*
- APSY 380*
- APSY 381*
- APSY 382*
- APSY 385
- APSY 387

The courses noted with asterisks are particularly important for those who plan to pursue graduate education in psychology. In fact, in some cases, some of these courses are required for psychology graduate programs.

You must have at least twelve credits in Psychology at the 300-level or above taken at the UAlbany campus (residency). You must also complete a minimum of 36 credits in psychology. For further information on specific requirements needed to complete the major, refer to the Undergraduate Bulletin.

Requirements for the Major (for those matriculated Fall 2008 and after)

To be admitted to the Department of Psychology, you must have completed APSY 101 (Intro), APSY 210 (Statistics), and APSY 211 (Experimental), with grades of C- or better in each course, and you must have a grade point average of at least 2.5 in psychology classes taken at UAlbany. To fulfill the major requirements, you must take twelve credits from the following (one from each category):

- Category 1: Cognitive Behavioral Approaches: at least 3 credits from APSY 380 or 381
- Category 2: Clinical Developmental Approaches: at least 3 credits from APSY 203 or 338
- Category 3: Social Basis: at least 3 credits from APSY 270 or 327
- Category 4: Biological Basis: at least 3 credits from APSY 214 or 382 or 387

The remaining fifteen credits are electives in Psychology. Courses not taken from the previous categories may be used as electives.

You must have at least twelve credits in Psychology at the 300-level or above taken at the UAlbany campus (residency). You must also complete a minimum of 36 credits in psychology. For further information on specific requirements needed to complete the major, refer to the Undergraduate Bulletin.

Recommended Courses

If you plan to pursue graduate education in psychology, we strongly recommend that you take several classes in mathematics (at least through beginning Calculus), and at least an introductory class in biology. We know that these classes will be painful for many of you (let's face it - many psychology majors have always been a bit math- and science-phobic), but take our word for it: if you do not obtain at least some background in these areas, you will be greatly handicapped in your ability to perform quality research (and interpret others' research) in graduate school. We also recommend obtaining computer experience, preferably by taking an introductory class, or else by working on a research project in which you can develop computer skills (beyond mere data entry). At least some working knowledge of computers is rapidly becoming indispensable to the psychological researcher, and psychologists without computer skills often find themselves relying heavily upon other individuals to program their experiments, plot and analyze their data, and so on. Again, many of us are a bit computer-phobic, but most people who are willing to get their feet wet with computers are surprised at how fun and non-intimidating they can be.

One of the best kept secrets on the UAlbany campus is the number of psychologists in departments other than psychology. In fact, there are more psychologists outside of the Psychology Department than there are inside of it! Among the departments at UAlbany with psychology faculty (many of whom are extremely prominent researchers) are Business, Education, Biology, Criminal Justice, and Social Welfare. These psychologists are an excellent and largely untapped resource for the undergraduate psychology major. Some of them are available to serve as advisors on
undergraduate research projects, and many of them teach undergraduate courses relevant to psychology. The adjunct faculty, who are listed in the section of the pamphlet containing information on faculty and their research interests, include most of the psychologists at UAlbany who are not housed within the Psychology Department.

Research Opportunities

We highly recommend that you become involved in research with a faculty member with whom you share an interest. The importance of this cannot be overstated. An enthusiastic letter from your research professor can make all the difference in admission to graduate programs. In fact, it is difficult to get into a high-quality graduate psychology program without at least some research experience. Perhaps equally important, you will attain a much better sense of your own enthusiasms and abilities as a potential behavioral scientist than if you simply acquire classroom knowledge. Most faculty accept undergraduates in independent study or directed research. You may receive credit for directed study by registering for APSY 297/297Z, APSY 397/397Z, or APSY 497Z.

The Psychology Department at UAlbany has research strengths in Behavioral Neuroscience, Clinical, Cognitive, Industrial/Organizational, and Social/Personality Psychology. If you plan to attend graduate school, we strongly encourage you to talk with at least one professor in the area of your interest. Descriptions of the areas in the field of psychology, the associated faculty, and the faculty research interests follow.

As stressed before, the real place to rise above the crowd and show your potential for professional accomplishment is in research. Psychology is an empirical science and research is the engine that drives it. Again, you need to make an informed choice about whom you work with and what you work on. Professors vary considerably in style and substance in directing undergraduates in their research projects. In the final section of this pamphlet you will find a description of the faculty research interests as organized by graduate programs. Beyond simply reading this list, however, you should talk to undergraduates who have worked with these faculty members, and discuss the projects you might want to work on with both the graduate students and the professors who would be involved. Most importantly, thoroughly discuss with the professor what you would be doing, what is expected, how much importance you would have to the project, how much access you would have to him or her, and the like, and then decide if that participation will be valuable for you. Doing research can be one of the best experiences of your undergraduate life - or it can be a miserable waste of time. Which it will be has a lot to do with how informed your choice is.

Preparing for Graduate School

One point that cannot be overemphasized is that it is becoming increasingly difficult, if not impossible, to pursue a career in psychology with only a bachelor's degree. Psychology is an extremely popular major, not only at UAlbany, but at most major colleges and universities throughout the country, and there are many more people with bachelor's degrees in psychology than there are jobs in psychology. Thus, if you intend to become a practicing psychologist or other mental health worker, to conduct psychological research, or teach psychology, you will almost certainly need to attend graduate school. As a beginning psychology major, you may be understandably uncertain about what area of psychology (e.g., biopsychology, clinical) to pursue in graduate school. In our view, there is one major remedy for this: take psychology courses in a variety of areas. This will give you a much better sense of what areas within psychology you find less interesting. By your junior or senior year, you should be starting to formulate and solidify your ideas about which specialization to pursue in graduate school.

Preparing for graduate school involves many factors beyond accumulation of grades in recommended courses. You need to become acquainted with the great variety of choices and opportunities available. In particular, you have to know how your own interests and goals fit with those of the various graduate programs. There are several routes to this knowledge. First, and most importantly, you will need to discuss these matters with the people best able to provide helpful information -- your professors. Find the faculty actively engaged in the kind of research you think you would like to do, then get to know them by showing your interest and enthusiasm. Volunteer for helping in their research projects (for credit, if that's possible). This is a large (and sometimes impersonal!) University, so you may have to knock on professors' doors or call them in their offices in order to get your foot in the door. Be assertive (but try to contact faculty during their office hours). Secondly, read about the graduate program in the several published sources available in the department's Advisement Center and in the Library. Talk to the program directors, chairperson, and directors in the subareas of the department you find potentially interesting. Finally read some recent articles by professors you think you might want to work with. At many universities, new graduate students are assigned to specific faculty members as
research assistants. After doing all this, you will be in a better position to make intelligent choices about your future graduate school program.

**Careers in the Helping Professions**

Many psychology majors at UAlbany intend eventually to pursue a career in psychotherapy, counseling, or a related "helping profession." There is a large, often bewildering array of options for individuals who wish to enter the mental health field. Perhaps the best known of these options is clinical psychology. Clinical psychologists generally perform psychotherapy with emotionally disturbed individuals; in some cases, they teach or conduct research on mental disorders. Clinical psychology graduate programs, including UAlbany's, are generally very difficult to gain admission to. Many of these programs accept as few as one in twenty or thirty applicants, and most require a very high grade point average and Graduate Record Exam scores. Thus, if you do not feel you will have the credentials to get accepted to a clinical psychology program, or if your interests lie somewhat outside of clinical psychology, here are some other options you may want to investigate:

**Counseling Psychology:** Counseling psychologists perform many of the same duties as clinical psychologists, except that they tend to work with less severely emotionally disturbed populations. In many cases, they work with normal individuals who are having temporary adjustment problems (e.g., marital difficulties, uncertainty about career choice). Most counseling psychology programs tend to be somewhat less competitive than clinical psychology programs, although many of them are still quite difficult to get into.

**The Psy.D:** An increasing number of programs have begun to offer the Psy.D (Doctor of Psychology) as an alternative to the Ph.D. in clinical psychology. Psy.D programs are actually clinical psychology programs, except that they place far greater emphasis on psychotherapy, and far less emphasis on research, compared with most clinical programs. Thus, if your interests lie primarily or exclusively in performing psychotherapy, you may want to consider the Psy.D. Psy.D programs tend to be considerably less competitive than Ph.D. programs, although again there are some exceptions. One warning, however: Psy.D. programs tend to be very uneven in quality (some are downright dreadful), so be sure to get advice from clinical faculty about which programs to apply to.

**Psychiatry:** One of the most frequent questions that undergraduate psychology majors ask is: "What's the difference between psychology and psychiatry?" The answer is a simple one: psychologists (generally) have a Ph.D. or other doctoral degree, whereas psychiatrists (always) have an M.D. That is, psychiatrists have to attend medical school and complete a residency in a psychiatry program. Thus, if you intend to pursue psychiatry, you will need to complete a pre-med curriculum. The training activities of clinical psychologists and psychiatrists often overlap to some degree, but there are some major differences: clinical psychologists typically obtain considerably more training in research, psychological theories, and psychotherapy, whereas psychiatrists typically obtain considerably more training in psychopharmacology (drug treatment of mental disorders) and physical illnesses that potentially affect mental functioning. In addition, psychiatrists can legally prescribe medication, whereas psychologists cannot (although this may be changing soon).

**School Psychology:** School psychologists generally work with school children having emotional or academic difficulties. School psychologists typically spend much of their time assessing children for emotional and behavioral problems, learning disabilities, mental retardation, and the like. In addition, they frequently counsel troubled children and meet with the parents of these children on a regular basis, and consult with school personnel about such problems.

**Social Work:** Social workers, who generally have a Master's degree, may work in a variety of settings, including psychiatric hospitals, medical hospitals, family practice clinics, and private practice. In most cases, they perform psychotherapy and counseling, often of a supportive nature. In hospitals, they frequently work on teams with clinical psychologists or psychiatrists.
Programs in the Psychology Department

BEHAVIORAL NEUROSCIENCE
Program Director: Ewan McNay

What is Behavioral Neuroscience?

Behavioral neuroscience is the union of biology and psychology. It is concerned with brain-behavior relationships and other physiological mechanisms of behavior. Areas of study include animal models of psychopathology, behavioral endocrinology (hormones and behavior), animal learning (Pavlovian and instrumental conditioning), psychopharmacology (role of drugs in behavior), and evolutionary psychology.

What do Behavioral Neuroscientists do?

Behavioral neuroscientists work in academic settings, applied settings, or both. In academic settings, they conduct research and teach. Current research topics include brain control of sensory processes, movement, perception, sleep and arousal, aggression, and learning and memory.

Some behavioral neuroscientists (called psychopharmacologists) are hired by pharmaceutical companies to solve problems regarding the behavioral effects of various drugs. They can help determine the mode of action of a drug. They also determine if a particular drug is safe to use, and thus play an important role in reducing company liabilities.

Faculty

Bruce C. Dudek, Professor, Ph.D., State University of New York at Binghamton, 1978. Research Interests: Behavior genetics, alcohol pharmacology, behavioral neurochemistry, and developmental psychobiology

Cheryl Frye, Professor, Ph.D., Tufts University, 1995. Research Interests: Research on effects and mechanisms of hormones relevant for growth, development, neural integrity, social behavior, learning, and/or anxiety are investigated for their relevance in the etiology, pathophysiology, and/or treatment of neurodevelopmental, neuropsychiatric and/or neurodegenerative disorders (Alzheimer's, seizure disorder) – ON LEAVE

Ewan McNay, Assistant Professor, Ph.D., University of Virginia, 2000. Research Interests: Behavioural neuroscience, metabolic regulation of brain function, impact of diabetes and hypoglycemia on the hippocampus, links between diabetes and Alzheimer’s.

Andrew Poulos, Assistant Professor, Ph.D., University of Southern California, 2004. Research Interests: Neurobehavioral anatomy and development of mammalian learning and memory systems. Experiments involve rodent models, behavioral testing, neuroanatomy, immunohistochemistry and other measures.

Robert A. Rosellini, Distinguished Teaching Professor, Ph.D., DePaul University, 1977. Research Interests: Pavlovian conditioning and instrumental learning; animal models of psychopathology; acquired motivation and addiction

Bruce B. Sware, Professor, Ph.D., Rutgers University, 1976. Research Interests: Hormonal influences on aggressive, maternal, and sexual behavior, anabolic steroid abuse; sports psychology; history of psychology

Christine K. Wagner, Professor, Ph.D., Michigan State University, 1991. Research Interests: The role of steroid hormones in neural development; maternal hormones and cortical development

Joanna Workman, Assistant Professor, Ph.D., Ohio State University, 2010. Research Interests: Neuroendocrinology of maternal experience; biological (i.e., hormonal) bases of postpartum depression; influence of lactation on neural plasticity in mothers, including neurogenesis and neuronal remodeling in brain areas underlying stress, cognition, and depression; roles of oxytocin and prolactin in behavioral and neural changes relevant to depression. Experiments involve rodent models.
**Damian Zuloaga**, Assistant Professor, Ph.D., Michigan State University, 2008. **Research Interests:** Neuroendocrinology, sexual differentiation of the nervous system and behavior, anxiety and depression, drugs of abuse. Experiments involve rodent behavior testing, immunohistochemistry, and other brain measures of protein and mRNA.

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**CLINICAL PSYCHOLOGY**  
**Program Director:** Hazel Prelow

**What is Clinical Psychology?**

Clinical Psychology focuses on the etiology, assessment, and treatment of mental disorders. Areas of study include stress and anxiety disorders, sexual disorders, psychophysiological disorders, behavioral and cognitive-behavioral therapy, neuropsychology, autism and developmental disabilities, family functioning, personality disorders, and substance abuse.

**What do Clinical Psychologists do?**

Clinical psychologists work with individuals who are experiencing moderate to severe emotional or psychological difficulties (sometimes Clinical Psychologists are confused with Counseling psychologists, who tend to work with relatively normal individuals having "adjustment" difficulties). Clinical psychologists work in academic settings, applied settings or both. In academic settings, they conduct research and teach. In applied settings, they typically provide clients with psychotherapeutic and related intervention services.

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**Faculty**

**Drew A. Anderson**, Associate Professor, Ph.D., Louisiana State University, 1997. **Research Interests:** Eating disorders, obesity, and body image

**James Boswell**, Assistant Professor, Ph.D., Pennsylvania State University, 2011. **Research Interests:** Process and outcome of psychotherapy; principles and mechanisms of change in psychosocial interventions; emotion; psychotherapy training; dissemination and implementation of evidence-based practices; the integration of science and practice

**Kristin V. Christodulu**, Visiting Associate Professor, Ph.D., University at Albany, 1997. **Research Interests:** Autism and related disabilities; preventing/reducing challenging behavior, evidence-based interventions for autism spectrum disorders, eating/sleeping disturbances in children with disabilities

**Mitchell Earleywine**, Professor, Ph.D., Indiana University, 1990. **Research Interests:** Causes, correlates, and consequences of drug use; the role of personality and situations in alcohol-induced aggression; the purported effects of marijuana on motivation, quality of life, mental health, and physical illness

**John Forsyth**, Professor, Ph.D., West Virginia University, 1996. **Research Interests:** The science and practical application of Acceptance and Commitment Therapy (ACT) and related mindfulness-based traditions to understand, prevent, and alleviate anxiety disorders and related forms of human suffering; applications of self-help and telehealth to expand the reach and impact of psychosocial interventions; using experimental psychopathology to unpack ACT processes [i.e., acceptance/experiential avoidance] that may potentiate human suffering and point to its successful alleviation.

**Elana Gordis**, Associate Professor, Ph.D., University of Southern California, 1998. **Research Interests:** Effects of maltreatment and family violence on children's adjustment, with a particular interest in the role of physiological variables in mediating outcomes

**Leslie F. Halpern**, Associate Professor, Ph.D., Vanderbilt University, 1989. **Research Interests:** Emotional development and temperament, developmental psychopathology, pediatric psychology
Julia M. Hormes, Assistant Professor, Ph.D., University of Pennsylvania, 2010. Research Interests: Psychosocial and cultural determinants of ingestive and addictive behaviors, with a focus on the study of cravings for food (in particular perimenstrual and pregnancy cravings), alcohol, tobacco, and other drugs. Psychosocial functioning in chronic illness, such as HIV/AIDS and cancer.

Robert J. McCaffrey, Professor, Ph.D., University of Georgia, 1979. Research Interests: Clinical neuropsychology, psychology and the law, neuropsychotoxicology, forensic neuropsychology

Hazel Prelow, Associate Professor, Ph.D, University of North Texas, 1996. Research Interests: Factors related to risk and resilience in children and adolescents from diverse ethnocultural backgrounds, minority mental health, measurement equivalence


Adjunct Faculty
Angela Antonikowski - David H. Barlow – Zhimin Cao – Susan Chalmers – Melissa Doyle
Julie Farfan – Michael McCann - Bruce F. Nelson - Steven Nozik – Roberto Ochoa - Melissa L. Rinaldi
Warren Wallis - Holly Westervelt

COGNITIVE PSYCHOLOGY
Program Director: James Neely

What is Cognitive Psychology?

Cognitive psychology examines the development and mechanisms of higher mental processes. Areas of study include linguistic processes, including speech perception and reading, visual cognition, memory, attention and information processing, decision making, mathematical modeling, human learning, problem solving, constructivism and personal construct theory, and developmental processes related to these various topics.

What do Cognitive Psychologists do?

Cognitive Psychologists work in academic settings, applied settings or both. In academic settings, they conduct research and teach. Current research topics include memory measurement, differentiation among types of memory systems, and the effects of priming on memory. Topics in language processing include how skilled readers read, and the acquisition of reading skills. Research on speech and perception is being applied toward the development of computers that recognize verbal commands, and theories of human thinking patterns are being used to make computers better general problem solvers. The study of attention allows us to understand the limits of human performance, and the acquisition of skills.

There are many opportunities in applied areas. Cognitive psychologists work as human factors engineers, who design people/machine systems based on knowledge of perception, attention, and memory. Cognitive psychologists also work in the areas of computer science, attempting to design computers that "think" like humans. Marketing is another area where knowledge of perception and memory is useful.

Faculty

Jeanette Altarriba, Professor, Ph.D., Vanderbilt University, 1990. Research Interests: Psychology of language, bilingualism, second language acquisition; the interaction between perception, language, and memory; emotion and cognition

Laurie B. Feldman, Professor, Ph.D., University of Connecticut, 1980. Research Interests: Psychology of language(s): How learning a second language changes your first language; interactions between reading and
speaking in language; perception and memory for accented speech; literal and metaphoric language; analysis of online tweeting behavior

James H. Neely, Professor of Psychology and of Linguistics and Cognitive Science, Ph.D., Yale University, 1975.  
**Research Interests:** Cognitive and perceptual processes in reading; human memory and attention; visual attention capture

W. Trammell Neill, Professor, Ph.D., University of Oregon, 1977.  
**Research Interests:** Visual attention, pattern recognition, memory, psychophysics, information-processing functions of consciousness

Heather Sheridan, Assistant Professor, Ph.D., University of Toronto, 2013.  
**Research Interests:** The link between cognition and eye movements (i.e., the “eye-mind link”), visual expertise during reading and other complex visual tasks (chess, music reading, medicine, etc.), cognitive neuroscience, EEG/ERPs, visual attention, memory, consciousness, eye tracking, computer modeling

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
**Program Director:** Sylvia Roch

What is Industrial/Organizational Psychology?

Industrial/Organizational (I/O) Psychology deals with the development and application of theory and methodology to problems of organizations, groups and individuals in the work place. I/O psychologists design and test management and employee selection methods and training programs. I/O psychologists also design jobs to be performed and performance evaluation procedures. Human Factors Engineering is an area of I/O psychology that deals with the “person-machine interface.” Human Factors psychologists design computers, their programs, and other office equipment for the most efficient operation possible for their users.

The organizational emphasis includes the social and cognitive aspects of workers within the organization. Areas of study include leadership styles and effectiveness, worker motivation, perceived fairness of procedures and distribution practices, job satisfaction, group dynamics, and the effectiveness of communication networks.

What Do I/O Psychologists Do?

I/O psychologists work in academic settings, human resource/personnel departments of organizations, or both. In academic settings, they conduct research and teach. Research topics include performance appraisal systems and their evaluation, decision-making, leadership, power, negotiation strategies, and procedural justice. Human resource/personnel departments of firms consult or hire I/O psychologists for improving efficiency, developing programs that will boost employee motivation and satisfaction, as well as designing programs to reduce accidents in the work place. I/O psychologists also ensure that employee selection and placement methods, as well as company regulations, meet with the Equal Employee Opportunity Committee (EEOC) Guidelines.

Faculty

Dev Dalal, Assistant Professor, Ph.D., Bowling Green State University, 2012.  
**Research Interests:** Applied judgment and decision making; personnel selection issues; psychological testing and research methods

Michael T. Ford, Associate Professor, Ph.D., George Mason University, 2008.  
**Research Interests:** Occupational Health and safety; work-family issues

Jason Randall, Assistant Professor, Ph.D., Rice University, 2015.  
**Research Interests:** Training and learning: complex skill acquisition, online self-directed learning, and team training; Motivation and attention: Self-regulation, mind wandering, and mindfulness; Personnel selection: Retesting, individual differences.

Sylvia Roch, Associate Professor, Ph.D., Texas A & M University, 1997.  
**Research Interests:** Performance appraisal,
justice, group decision-making

Kevin J. Williams, Professor, Ph.D., University of South Carolina, 1984. Research Interests:
Self-regulation and work motivation; worker satisfaction and job attitudes; psychology of blame and negligence

Adjunct Faculty
Scott I. Tannenbaum - Gary Yukl

SOCIAL-PERSONALITY PSYCHOLOGY
Program Director: Ronald Friedman

What is Social-Personality Psychology?

Social psychology is the field of behavioral science that deals with the effects of social situations on human behavior. Topics of investigation include social perception, social cognition, attitudes, prejudice, interpersonal attraction, relationships, social influence, cooperation and conflict, altruism, aggression, group behavior, and the effects of environmental factors on behavior. Personality psychology is the field of behavioral science that deals with relatively stable dimensions of individual differences and the behavioral effects of these dimensions (sometimes known as traits). Topics of investigation include such characteristics as authoritarianism, anxiety, need for achievement, Type A coronary-prone behavior, locus of control, chronic self-destructiveness, sex guilt, and self-concept.

Because the interests of social psychologists and personality psychologists very often overlap, the two fields are frequently combined. As a result, we have graduate programs in social-personality psychology that produce Ph.D.s who are social-personality psychologists.

What Do Social-Personality Psychologists Do?

Most social-personality psychologists are employed either in academic institutions where they conduct basic empirical research and teach, or in a wide variety of settings where they conduct empirical research that attempts to answer specific questions involving application. Examples of applied research include an examination of social-personality factors affecting health, consumer behavior, organizational interactions, political decisions, behavioral issues in the legal system, public opinion polls, and interpersonal relationships.

Faculty

Ronald Friedman, Associate Professor, Ph.D., Columbia University, 1999. Research Interests: Achievement
Emotion and judgment; media and music psychology

Brendan Gaesser, Assistant Professor, Ph.D., Harvard University, 2014. Research Interests: Social functions of remembering the past (i.e., episodic memory) and imagining the future (i.e., episodic simulation); moral cognition; social decision-making; empathy; everyday altruism (e.g., charitable donations). Methods include online crowdsourcing and lab-based behavioral testing and neurostimulation.

Mark Muraven, Professor, Ph.D., Case Western Reserve University, 1998. Research Interests: Self-control, emotions, motivation

Anna Newheiser, Assistant Professor, Ph.D., Yale University, 2012. Research Interests: Prejudice and discrimination; intergroup relations; stigma; implicit attitudes; morality and justice

Marcia Sutherland, Associate Professor, Ph.D., Howard University, 1985. Research Interests: Psychology of the Black experience; substance abuse and nonverbal behavior among people of African descent; HIV/AIDS
ORGANIZATIONS OF INTEREST FOR PSYCHOLOGY MAJORS

Psychology Honors Program

A Psychology major, or double major with Psychology listed first, may file an application with the Honors Committee in the first semester of their junior year if they have satisfied the minimum requirements for admission to the program. Applications will be accepted earlier if the student expects to graduate sooner than the normal eight semesters. Three semesters should be allowed for the program, which commences only in the fall semester.

The minimum requirements for admission include completion of APSY 101, APSY 210, and APSY 211. If the student has not been able to complete APSY 211 by the first semester of the junior year, permission to take it concurrently with the Honors Seminar may be given. A grade point average of 3.30 or better overall for all course work taken at the University for graduation credit is required as is a 3.50 grade point average or better for psychology courses applicable toward the major. Honors students must complete 48 hours in psychology, including APSY 101, 210, 211, 310, 399, 499, and 499Z. In addition, students must submit a senior honors thesis acceptable to the research sponsor and the Honors Committee.

After completion of the above requirements, the records of the candidates will be reviewed by the Departmental Honors Committee, who shall recommend, to the department, candidates for the degree with honors in psychology. See Dr. Julia Hormes in SS 313 for further information. Applications are available outside SS 399B.

Middle Earth

Many psychology students become involved in Middle Earth, a volunteer organization of students helping students. Students are trained to provide help to clients with listening, information and resources, referrals, and help in defining and coping with problems. The Hotline serves as the campus crisis intervention agent, especially for those hours when other campus services and resources are closed. A new class of volunteer counselors is trained each semester. Applications are available in the Health Services Building.

Psi Chi

Psi Chi is the National Honor Society in Psychology. The purposes of Psi Chi are to encourage, stimulate, and maintain excellence in scholarship of its members. At the regional level, Psi Chi sponsors conventions in conjunction with the regional psychological associations. Members have the opportunity to present their research papers at these conventions and receive the Psi Chi Certificate of Recognition for their research. The national organization holds a convention in conjunction with the American Psychological Association, sponsors undergraduate and graduate research award programs, and publishes a national newsletter quarterly to keep us informed of Psi Chi's opportunities at all levels.

The Albany program encourages member involvement and interaction, and sponsors guest speakers from within and outside the University. Topics range from those of interest to future graduate students in psychology, to those of interest to the general student population. Requirements for admittance into Psi Chi include the following: (1) psychology major with a 3.25 grade point average in Psychology courses; (2) complete 9 credit hours of graded (A-E) course work in psychology at UAlbany; (3) 3.00 overall grade point average.

Additional information can be found on the Psi Chi bulletin board outside SS 399.

Getting Involved!

Finally, as with most goals we set for ourselves, you will get as much (and sometimes more!) out of the psychology major as you're willing to put into it. We hope these guidelines have helped you in understanding the aims of the psychology program and the opportunities that are available to you to help you plan for your future career as a psychologist.
Now, it's up to you! Carefully plan your course of action and seek out those individuals within the department who share your interests and who can provide you with information regarding the psychology major. Get involved in research, think about joining the various organizations described here and meet colleagues who share your goals and can provide support throughout your years at the University at Albany and beyond.

GOOD LUCK!