

The Kalamazoo College Psychology Department Handbook

Kalamazoo College is a nationally renowned liberal arts school of 1,300 undergraduate students in Kalamazoo, Michigan. We have a long-standing reputation for producing students who are outstanding in the sciences. In support of this claim, a 2002 report by the Higher Education Data Sharing [HEDS] Consortium calculated the total number of Ph.Ds received by baccalaureate graduates of the listed institutions (N = 1,434) from 1990 to 2000. In this report, the HEDS Consortium ranked the institutions on their ratios of cumulative Ph.D.s to baccalaureate degrees conferred. Comparisons were made for overall number of Ph.D.s and number of Ph.D.s in selected disciplines. Kalamazoo College ranked 9th across all disciplines and 10th in psychology.

Be sure to join our Psychology Dept. Facebook group:

<http://www.facebook.com/#!/pages/Kalamazoo-College-Psychology-Department/125163454226451>

Psychology Website: <https://reason.kzoo.edu/psych/>



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***This resource is intended to be a helpful unofficial guide for our majors. This is not an official Kalamazoo College Psychology Department publication. The K College Psychology Department Handbook includes the official policies of the college and department. For additional information, please go to the psychology department's web site at <http://www.kzoo.edu/psych/>**

Section 1: Psychology Department Staff and Faculty



Brenda Westra

Psychology and Political Science
Academic Coordinator and Office Administrator

Passions: Her Family: Marley, Maggie, Tate, and Joe! Cooking, Family, Baking, Family, Humorous Children's books, Family, Craftmaking, and Family, Additionally, she wears several different hats in the office and works passionately to take care of her staff and students as well as faculty in myriad ways.

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Dr. Bob Batsell: General Psychology, Learning, Experimental Methods, Physiological Psychology



Personal Information: I was born and raised in the Rio Grande Valley in South Texas and moved to Kalamazoo College in 1999. My teaching and research interests are in the field of biopsychology/behavioral neuroscience.

Representative Publications

Batsell, W. R., Jr., & Paschall, G. Y. (2009). Mechanisms of compound conditioning in flavor-aversion conditioning. In S. Reilly & T. R.

Schachtman (Eds.). Conditioned taste aversion: Behavioral and neural processes, (pp. 159- 178). Oxford University Press.

Dr. Karyn Boatwright: General Psychology, Feminist Psychology of Women, Counseling Psychology, Abnormal Psychology



I was born in Lansing, MI; as the daughter of a Church of God Pentecostal minister (who loved a change of pace), I moved frequently (Lansing, Livonia, Sanford, (Florida), Battle Creek, Dearborn, Swartz Creek, Warren, Fenton, Holland, East Lansing, Haslett, Cleveland Tennessee, Holt, Marshall, South Bend, and now Kalamazoo). Due to my family's propensity to move, I developed a love of travel.

Before arriving at Kalamazoo College in 1998, I worked as a psychotherapist in the East Lansing area for several years. As a feminist psychologist, I strive to integrate my feminist values into my pedagogical strategies, research team process, and research projects. In the last several years, I have been primarily interested in research relating to factors that influence college women's leadership aspirations and leadership models that incorporate both relational and task-oriented behaviors (e.g., feminist leadership models, social justice leadership styles). On a more personal side, I live with my two cats ("Queen" Sheba and Alley) and dog (Parker), love to draw, paint, ride my bike, golf, putz, travel, read and watch movies. In the summer, I enjoy working on my house and around the yard.

Representative Publications:

Pfaff, L., Boatwright, K. J., Pothoff, A., Finan, C., Ulrey, L. A., & Huber, D. (2013). Perceptions of women and men leaders following 360-Degree feedback evaluations. *Performance Management Quarterly*, 26, 35-56.

Boatwright, K., Sauer, E., Lopez, F. & VanDerwege, A. (2010). The influence of adult attachment styles on workers' preferences for ideal relational leadership behaviors. *The Psychologist-Manager Journal*, 13, 1-1.

Dr. Péter Érdi: Cognitive Science, Computational Neuroscience.



I grew up in Budapest, Hungary, where still I have my research group (not speaking about other relationships). We run a study abroad program on cognitive science in Budapest. I have a strong interest in culture & science.

Representative Publications:

Ujfalussy, B., Kiss, T., Orbán, G., WE. Hoffmann, P. Érdi and M. Hajós: Pharmacologica Computational Analysis of alpha-subunit Preferential GABAA Positive Allosteric Modulators on the Rat Septo-Hippocampal Activity. *Neuropharmacology* (in press)

G. Csárdi, KJ. Strandburg, L. Zálányi, J. Tobochnik, P. Érdi: Modeling innovation by a kinetic description of the patent citation system *Physica A: Statistical and Theoretical Physics* 374(1-2) (2007) 783-793

Dr. Gary S. Gregg: Psychology of Ethnocentrism, Social Psychology, Cultural Psychology, Interviewing and Narrative Analysis.



I graduated from U.C. San Diego with a philosophy major and psych-anthro minor, and then stayed in Del Mar for a couple of years working as a writer and editor at Psychology Today when it still was aspiring to be the Scientific American of the behavioral sciences. I then went into the Personality Psychology program at the University of Michigan, with stints as a feature writer for the Miami Herald and later the Ann Arbor Observer monthly magazine. I taught in the huge Introductory Psych program, and then was a research assistant on several survey studies at the Institute for Social Research, including a study of Michigan's reformed criminal sexual conduct law, an empirical study of how the social sciences define major social problems, a study of mental health policy-making, and a study of the adaptation of Indo-Chinese refugees ("Boat People"). My dissertation used life-history interviews to study "structures of selfhood," and was published in 1991 as Self Representation by Greenwood Press.

Alison Geist and I met at I.S.R. and joined the Peace Corps together to go to Morocco in 1983, where we did ethnographic research for the Ministry of Agriculture on the partially-nomadic Imeghrane "tribe" in southern Morocco (there are some pics on my website). She then was hired by the Near East Foundation to create a livestock and health project focusing on women in poor families, which has expanded to provide health, livestock, fuel-efficient stoves, clean water, and women's literacy programs throughout southern Morocco. I received a Fulbright research fellowship and carried out a life-history study of identity development similar to my dissertation research, from which I've published a number of articles and in 2007 the book Culture and Identity in a Muslim Society (Oxford U. Press). Also learned

to ride a mule and a motorcycle – one day through a swarm of shrimp-sized locusts.

After nearly six years in Morocco, we returned to the U.S. and I taught for three years at Sarah Lawrence College (high standards but NO grades -- what a delight!), and then moved to Harvard's Center for Middle Eastern Studies, where an NSF grant enabled me to continue translating and analyzing my Moroccan interviews. I taught grad seminars there, and also worked as a research scientist on survey projects at Harvard's School of Public Health. Charlie and I learned to rollerblade on Memorial Drive, and together we know most of Boston's asphalt. I came to K College in 1995, continued to work on the Middle East and study classical Arabic, and with research visits to Egypt and Morocco during my 2003 sabbatical I finished The Middle East: A Cultural Psychology, published by Oxford U Press in 2005. My research interest continues to focus on the development and organization of identity, and on the role of cultural meaning systems in shaping identities, especially in Arab-Muslim societies. Alison and I raised our son Charlie pretty much on K's campus, and he's now a student at U of M graduate.

Representative Publications:

Culture and Identity: Life-Narrative Studies of Self in Morocco. Oxford University Press 2006.

The Middle East: A Cultural Psychology. Oxford University Press 2005.

Self-Representation: Life-Narrative Studies in Identity and Ideology. Greenwood Press 1991

Dr. Brittany Liu: Social Psychology; General Psychology; Research Methods; Moral and Political Psychology; Psychology and Law



Although born in Ann Arbor, my family moved to California when I was young and I spent my formative years in the San Francisco Bay Area playing softball, downhill skiing, doing plays with friends, trying new foods, and lots of afterschool TV. I attended Claremont McKenna College as an undergraduate, studying psychology and law topics, and did my study abroad in Cork, Ireland (I was not brave enough to try a foreign language university). My senior thesis was on mock jurors' perceptions of defendants who claimed to have falsely confessed under police deception. I attended graduate school at the University of California, Irvine, where I studied moral and political psychology. In my dissertation, I examined whether "expertise" could exacerbate biased evaluations of scientific information, and explored a variety of definitions of expertise. My courses at K include Social Psychology, Introduction to Psychology, Research Methods, and seminars in moral and political psychology and psychology and law. Now that I live in Kalamazoo with my husband and daughter (Noah & Greta), I'm looking forward to trying new outdoor Michigan activities, like bikes and water sports, and eating lots of cherries and blueberries in the summer!

Representative Publications

- Liu, B. S., & Ditto, P. H. (2013). What dilemma? Moral evaluation shapes factual belief. *Social Psychological and Personality Science*, 4, 316-323.
- Liu, B. S., & Rook, K. S. (2013). Emotional and social loneliness in later life. Associations with positive versus negative social exchanges. *Journal of Social and Personal Relationships*, 30, 813-832.
- Leo, R. A., & Liu, B. (2009). What do potential jurors know about police interrogation techniques and false confessions? *Behavioral Sciences and the Law*, 27, 381-399.

Dr. Jennifer Perry: Addictions/Substance Abuse



I graduated from the University of Minnesota in 2006 with a Ph.D. in Cognitive and Behavioral Psychology. As an undergraduate at a small liberal arts college (St. Olaf College, Northfield, MN), I majored in psychology and chemistry, and developed an interest in studying the effects of drugs on behavior. As a graduate student, I became interested in individual differences that underlie enhanced vulnerability to abuse drugs, such as impulsivity, sex differences, and preference for sweets. Before coming to K in 2010, I obtained further training in psychopharmacology and the biological basis of drug-related behavior through two postdoctoral rotations - one at the University of Kentucky (Lexington, KY) and another at the Minneapolis Medical Research Foundation (Minneapolis, MN). I am thrilled to once again be in a small, liberal arts environment, sharing my passion for biological psychology! I met my husband, Jason, who is also a psychopharmacologist, at a scientific conference. We live out in the country with our daughter, Lily, and our dogs, Barley and Jezebel. In my free time, I love to downhill ski, sew, and travel.

Representative Publications:

- Perry, J. L., Joseph, J. E., Jiang, Y., Zimmerman, R. S., Kelly, T. H., Darna, M., Huettl, P., Dwoskin, L. P., & Bardo, M. T. (2011). Prefrontal cortex and drug abuse vulnerability: translation to prevention and treatment interventions. *Brain Research Reviews*, 65, 124-49.
- Perry, J. L., Stairs, D. J., & Bardo, M. T. (2008). Delay discounting and environmental enrichment: Effects of d-amphetamine and methylphenidate. *Behavioral Brain Research*, 193, 48-54.
- Perry, J. L., & Carroll, M. E. (2008). The role of impulsive behavior in drug abuse. *Psychopharmacology*, 200, 1-26.

Dr. Autumn Hostetter: Cognitive Psychology, General Psychology, Research Methods, Psychology of Language and Communication.



I joined the K Psychology Department in Fall 2008 after completing my doctoral degree in Cognitive Psychology at the University of

Wisconsin-Madison. I went to college at a K-like school in Georgia (Berry College) and am excited to be back on a small liberal arts campus.

During college, I worked for 2 1/2 years in a chimpanzee behavioral research lab, where I developed interests in the evolution of language and communication. My current research investigates the role of speech-accompanying gestures in human communication. I am married to a wonderful man, Greg, and we have a little boy, Oliver, in addition to our four-legged fur baby Clementine.

Recent publications:

- Hostetter, A. B., & Potthoff, A. L. (2012). Effects of personality and social situation on representational gesture production. *Gesture*, 12, 62-83.
- Hostetter, A. B. (2011). When do gestures communicate? A meta-analysis. *Psychological Bulletin*, 137, 297-315.
- Hostetter, A. B., & Skirving, C. J. (2011). The effect of visual vs. verbal stimuli on gesture production. *Journal of Nonverbal Behavior*, 35, 205-223.

Dr. Siu-Lan Tan: Developmental Psychology, Psychology of Music, Social Development, First Year Seminar on Creativity

I was born in Indonesia, raised in Hong Kong, and came to the U.S. as an international student. I joined the “K” faculty in Fall 1998 and absolutely love it here! The courses I teach are Developmental Psychology, Social Development, Psychology of Music, and a first-year seminar on Creativity. Before earning a Ph.D. in Psychology, I earned degrees in piano, music theory, and music education, and my research focuses on topics in psychology of music. My research is published in journals such as Music Perception and Psychology of Music, and I have co-authored two books. I am blissfully married to Danny Kim, a documentary video producer, and we have known each other since we were sophomores in college. Three things I can’t live without: something challenging to do, instant noodles, and post-it notes!

Representative Publications: *- denotes Kalamazoo College students



Tan, S. L., Cohen, A. J., Lipscomb, S. D., & Kendall, R. A. (2013). *The psychology of sound and music in multimedia*. Oxford: Oxford University Press.

Tan, S. L., Pfordresher, P. Q., & Harré, R. (2010). *Psychology of music: From sound to significance*. London: Routledge and Psychology Press.

Tan, S. L., Wakefield*, E. M., & Jeffries, W. P. (2009). Musically untrained college students’ interpretations of musical notation: sound, silence, loudness, duration, and temporal order. *Psychology of Music*, 37, 5-24.

Dr. Kyla Day Fletcher: Adolescent Psychology, Advanced Psychology of Sexuality, Introduction to Psychology

Kyla Day, Ph.D. earned her doctorate in Developmental Psychology from the University of Michigan- Ann Arbor. Her dissertation, titled: “Pre-cursors to Healthy Sexuality in African American girls and young women”, was focused on the role of sexual socialization in risk-related and healthy sexual outcomes. Dr. Day then completed a NIDA Postdoctoral Fellowship at the University of Michigan Substance Abuse Research Center (UMSARC), where she investigated the role of socio-cultural constructs and romantic relationships in substance use and sexual health behavior. Dr. Day is currently completing a two-year program as a Research Education Institute for Diverse Scholar (REIDS) for which she is conducting an NIMH-funded, community-based HIV-prevention project that seeks to understand how gender and power dynamics impact the initiation and development of romantic relationships among African Americans, and the ways in which these relationships predict substance and sexual risk-taking. Dr. Day lives in Grand Rapids with Nicolas, her husband!



Research Publications.

Ward, L. M., Thomas, K., **Day, K.**, Rivadeneyra, R., & Epstein, M. (in press). Cheating men, trifling women: The sexual content of Black music videos. Invited chapter for Zurbriggen, E. L. & Roberts, T. (Eds), *Sexualization of Girls*. Oxford Press.

Ward, L. M., **Day, K.**, & Thomas, K. (2010). Confronting assumptions: Exploring the nature and predictors of Black adolescents’ media use. *Journal of Broadcasting & Electronic Media*, 54, 69-86.

Ward, L. M., Day, K., & Epstein, M. (2006). Uncommonly good: Exploring how mass media may be a positive influence on young women's sexual health and development. In L. Diamond, (Ed.), *Rethinking Positive Adolescent Female Sexual Development: New Directions in Child and Adolescent Development* (pp. 57-70). San Francisco, CA: Jossey Bass.

Dr. Jennifer Langeland: Health Psychology



Jennifer has an undergraduate degree in Educational Psychology from the [University of Georgia](#), a Master's in Applied Psychology from Georgia College & State University and a PhD in Counseling with an emphasis on Holistic Health from [Western Michigan University](#).

She is owner of MindBody Counseling Services which provides holistic organizational consultation and private counseling services to the Kalamazoo Community. She has studied yoga, biofeedback and meditation for over 10 years and regularly incorporates these practices into her work with organizations and individuals

I specialize in working with anxiety, depression and chronic health issues and use a holistic approach to therapy. I often integrate mindfulness meditation, breath work and biofeedback into the session when it seems appropriate to do so. Clients with diverse ethnic backgrounds as well as LGBTQ clients will find a safe environment to work on issues.

I have specialized training in multicultural approaches to counseling and holistic approaches to health and healing.

Section 2: Academic Information about Psychology Courses and Major/Minor Requirements

Requirements for major: Nine units. Only one unit of a Psychology SIP may count toward the nine.

Required courses: PSYC 101 (General Psychology), PSYC 301 (Intro to Research Methods in Psychology), PSYC 390 (Experimental Methods), **two 400 level courses** and **one course designated a diversity/inclusion course**: PSYC 230 (Psychology of Prejudice), PSYC 238 (Psychology of Arab-Muslim Societies), PSYC 270 (Feminist Psychology of Women), PSYC 295 (Psychology of African American Experiences), PSYC 340 (Cultural Psychology) or PSYC 465 (Advanced Psychology of Sexuality).

You must pass the Psychology comprehensive exam at the 50th percentile.

Required Cognate: MATH 105 (Quantitative Reasoning & Statistical Analysis) or MATH 260 (Applied Statistics). MATH 260 is strongly recommended for those considering graduate study. Other statistics courses may also satisfy the cognate with departmental permission. Successful completion of the statistics cognate is a pre-requisite for PSYC 390 (Experimental Methods), which is taken in spring of the Junior year.

Social / Cultural

PSYC 230 Psychology of Prejudice
 PSYC 238 Culture and Psychology of Arab-Muslim Societies
 PSYC 250 Social Psychology
 PSYC 270 Feminist Psychology of Women
 PSYC 340 Cultural Psychology
 PSYC 295 Psychology of the African American Experience

Cognitive / Learning/Neuroscience

PSYC 265 Cognitive Science
 PSYC 226 Physiological Psychology
 PSYC 280 Cognition
 PSYC 285 Psychology of Music
 PSYC 290 Animal Behavior with Lab
 PSYC 480 Psychology of Language and Mind
 PSYC 415 Computational Neuroscience
 PSYC 420 Learning
 PSYC 422 Consciousness and Dreams
 PSYC 424 Psychopharmacology

Development / Life Span

PSYC 210 Developmental Psychology
 PSYC 211 Adolescent Development
 PSYC 410 Theories of Personality
 PSYC 460 Social Development
 PSYC 465 Advanced Psychology of Sexuality

Clinical / Applied

PSYC 220 Health Psychology
 PSYC 275 Introduction to Psychopathology
 PSYC 411 Psychology and Law
 PSYC 450 Counseling Psychology: Theory and Practice

METHODS

PSYC 301 Intro to Research Methods in Psychology
 PSYC 330 Interviewing and Narrative Analysis With Lab
 PSYC 390 Experimental Methods

Lower-level Psychology Courses: Most of these courses have General Psychology as a prerequisite. See the catalog for additional or alternative requirements for specific courses.

Upper-level Psychology Courses: These courses have more prerequisites. See the catalog for the specific requirements for each course.

Senior Individualized Project: See the Departmental website and the Kalamazoo College Psychology Department handbook.

Departmental Honors in Psychology: See the Departmental handout "Honors and Prizes in Psychology."

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Recommendations for the major:

1. **MATH 105 or MATH 260** is prerequisite for PSYC 390 (Experimental Methods). The department strongly recommends MATH 260.
2. **Freshman year:** Take General Psychology and then one or two other lower-level Psychology courses if you are interested. Don't rush to complete your Psychology major course requirements; you will learn more and get better grades in Psychology courses taken as a junior or senior. Don't specialize; sample all the areas of Psychology.
3. **Sophomore year:** Take one Psychology course each quarter to explore your interest and develop some competencies in the field and **PSYC 301** in the Spring Quarter. Take courses from different instructors. Try to get a variety of content and different perspectives on Psychology. Take the required cognate to build your statistical skills. Note that you must complete the cognate before

taking Experimental Methods in spring of your junior year. If you plan to go abroad, sophomore year is the last opportunity you will have to take it before Experimental Methods. Be sure to consult a departmental advisor about your sophomore year and major plans.

There are many career development internships that will help you to explore your interests in Psychology. If you are planning a double major with Psychology, you may find that a Psychology minor is a better choice, even if you wind up in a Psychology-related field.

4. **Junior year:** Begin planning your **SIP** and take courses to get background for your SIP. You must take **PSYC 390** (Experimental Methods) prior to your **SIP**, in your junior Spring quarter.
5. **Senior year:** Finish your **SIP** and take one or two Psychology courses each quarter. Note that Psychology does not offer a senior seminar in the major; you must take one of the interdisciplinary senior seminars (under SEMN in the catalog) or a senior seminar in another department in order to meet this college graduation requirement. During winter of senior year, all Psychology majors must take and pass the comprehensive exam at the 50th percentile.

Requirements for a Psychology Minor

Minors must complete six units and also pass the Psychology comprehensive exam (at the 35th percentile). Students who plan to earn a minor in psychology must declare by the fall quarter of their senior year.

Psychology Minor

1. PSYC 101 General Psychology and 5 other Psychology courses, excluding PSYC 301 (Intro to Research Methods in Psychology) or PSYC 390 (Experimental Methods). Check on prerequisites for each course.

So you're a Psych Major? A few of Dr. Tan's favorite web pages to check out:

- <http://www.kzoo.edu/psych/> (OUR OFFICIAL WEB PAGE!)
- <http://www.alleydog.com/>
- <http://www.apa.org/> (information about the 50+ divisions in psychology)
- <http://www.psychologicalscience.org/>
- <http://www.psichi.org/links/home.asp#psychorg> (includes almost every link you will ever need for the field of psychology: e.g., APA, APS, Society for applied memory research, Tips for getting into Grad Schools, APA style, different areas in psychology, etc.)

Descriptions of Psychology Courses Offered in our Department (Note that some courses are taught every 2 years)

PSYC 101 General Psychology

Survey of major theories, methods, and findings related to understanding behavior and experience; examination of such topics as learning, memory, perception, personality, and psychotherapy through the case study approach; emphasis on the role of the central nervous system in normal and abnormal behavior. This course is a prerequisite for all courses in the department. Dr. Boatwright, Dr. Batsell, Dr. Hostetter

PSYC 210 Developmental Psychology

The study of development from birth through early adolescence, examining concepts, theories, research methods, and

research findings related to motor, emotional, perceptual, linguistic, artistic, cognitive, and social development. AOS (SS)
Prerequisite: PSYC 101. Dr.Tan

PSYC 225 Health Psychology

This course is designed to provide students with a comprehensive foundation in health psychology including the theories, concepts, methods and application of health psychology. Prerequisite: PSYC-101

PSYC 230 Psychology of Prejudice

Introduction to social psychological perspectives on ethnocentrism, including ethnic, religious, national, and gender prejudice. Examines case studies, laboratory experiments, sample surveys, and ethnographic observations to account for the development of stereotypes and violence. AOS (SS) Prerequisite: PSYC 101 or permission of instructor.

PSYC 250 Social Psychology

Survey of contemporary topics in social psychology, including attitudes, conformity, group dynamics, media effects, aggression, and social cognition; includes an experimental or field-based research project. (Also listed as SOCY 250). AOS (SS) Prerequisite: PSYC 101 or ANTH 105.

PSYC/COMP 265 Cognitive Science

Cognitive Science is the interdisciplinary study of mind and the nature of intelligence. It is a rapidly evolving field that deals with information processing, intelligent systems, complex cognition, and large-scale computation. The scientific discipline lies in the overlapping area of neuroscience, psychology computer science, linguistics and philosophy. Students will learn the basic physiological and psychological mechanisms and computational algorithms underlying different cognitive phenomena. This course is designed mostly for psychology and computer science students, but other students interested in interdisciplinary thinking might take the course.

PSYC 270 Feminist Psychology of Women

This course is designed for students who are interested in a seminar dealing specifically with issues related to women's lives and experiences from a feminist perspective. We will examine the field of psychology for its androcentric biases toward women and correct these biases by reviewing literature that places women at the center of inquiry, both as researchers and objects of study. Specific topics will include: silencing of women in classroom, pathologizing of women, sex bias in diagnosing, feminist developmental theories, sexual harassment in the academy, feminist responses to Freud, myth of beauty in adolescence, women and leadership, women's sexuality, psychological consequences of incest, rape, and other forms of violence against women. AOS (SS) Prerequisite: PSYC 101 and one additional psychology course.

PSYC 275 Introduction to Psychopathology

Study of Pathological behavior patterns with focus upon the origin, nature, and methods of treatment of abnormal behavior. AOS (SS) Prerequisite: PSCY 101.

PSYC 280 Cognition

Study of information processing and utilization. Topics include attention, perception, imagery, memory, knowledge structures, language comprehension and production, problem solving, decision making, and creativity. AOS (SS) Prerequisite: PSYC 101.

PSYC 285 Psychology of Music

This course is an introduction to the psychology of music, providing an overview of the research literature and exploring philosophical questions surrounding this emerging area of psychology. The lectures explore the science of musical sound, philosophical issues, the development of musical skills, the phenomena of exceptional musical abilities, performance and listening, social uses and functions of music, cultural influences on music perception and cognition, and music therapy. AOS (SS) Prerequisite: Permission of instructor required. Dr. Tan

PSYC 290 Animal Behavior with Lab

Study of the behavior and social organization of a variety of animal groups ranging from insects to primates; analysis of general principles of behavior modes, observation of animal behavior in the field and laboratory. (Also listed as BIOL 290. BIOL 290 AOS (NS); PSYC 290 AOS (SS) Prerequisite: PSYC 101, BIOL 112, or 124.

PSYC 295 Psychology of the African American Experience

In this course, we will consider a range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans. Prerequisite: PSYC-101

PSYC 340 Cultural Psychology

Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology including culture and personality, child rearing, psychopathology, cognition, modernization, and underdevelopment. Prerequisite: PSYCHOL 101 or ANTH 105. Both are highly recommended. Dr. Gregg

PSYC 390 Experimental Methods

Laboratory course emphasizing problems of experimental design and data collection, application of statistical techniques, and reporting of experimental findings in different content areas of psychology (e.g., social psychology, developmental psychology, learning, cognition, and biopsychology). QR Prerequisite: PSYC 101, MATH/STATS Cognate, and junior standing, or permission of instructor.

PSYC 410 Theories of Personality

Survey of contemporary theories of personality and related research. AOS (SS) Prerequisite: PSYC 101, PSYC 370 recommended.

PSYC 411 Psychology and Law

This is an upper-level course intended to introduce students to ways in which psychologists can influence the legal system. Covered topics such as theories of criminal behavior, competency to stand trial, insanity pleas, the death penalty, eyewitness testimony, and jury decision making. Many of the topics covered in this course will be supplemented with journal articles and other primary research articles, legal cases, and class discussions. It is absolutely imperative that students participate actively in this course

PSYC 415 Computational Neuroscience

Study of mathematical models, computational algorithms, and simulation methods that contribute to our understanding of neural mechanisms. Brief introduction to neurobiological concepts and mathematical techniques. Both normal and pathological behaviors will be analyzed by using neural models. (Also listed as COMP 415.) Dr. Erdi

PSYC 420 Learning

Examination of the ways in which behavior changes as a result of experience in laboratory and natural settings. Surveys theories which account for these behavioral changes. AOS (SS) Prerequisite: PSYC 101. Dr. Batsell

PSYC 425 Physiological Psychology

An exploration of the neurochemical and neurological bases of behaviors/experiences such as movement, pain, feeding, sleep, learning, memory, and emotion. AOS (SS) Dr. Batsell

PSYC 424: Psychopharmacology

This course will provide an overview of psychotropic drugs, both legal and illegal. An overview of psychopharmacology, behavioral pharmacology, physiological effects on the brain, social influences, and controversial issues related to drug use and abuse will be explored. Instructor: Dr. Perry

PSYC 430 Interviewing and Narrative Analysis

This course examines methods for investigating the narrative structures people use to interpret their experiences and integrate their lives. It will consider how “narrative knowing” differs from scientific theory, figurative language from literal, and symbolic representation from conceptual. Readings will cover the theory and practice of interviewing, psychological research on figurative language and narrative schemata, and plot-line and structuralist techniques of narrative analysis. Student assignments will consist of conducting, analyzing, and writing about interviews. AOS (SS) Prerequisite: PSYC 101, or permission of instructor. Instructor: Dr. Gregg

PSYC 450 Counseling Psychology: Theory and Practice

Selected counseling theories will be presented with an emphasis on application to help students develop an awareness of the connection between theory and practice in a variety of professional settings: counseling centers, academia, social service agencies, and other organizations. Professional and ethical issues in counseling will be considered. AOS (SS) Seniors only Instructor: Dr. Boatwright

PSYC 460 Social Development

Upper-level course exploring social development in depth. Topics include: the development of social skills, play and play environments, aggression, peer acceptance, peer rejection, school bullying, theory of mind, dynamic systems perspective on social behavior, and attachment and relationships from infancy through old age. Prerequisite: PSYC 101, PSYC 210 and junior or senior standing, or permission of instructor. Instructor: Dr. Tan





Psychology is a rich and diverse field allowing individuals interested in a **psychology career** to specialize in a specific area. There are many different areas of psychology, including biological psychology, clinical psychology, cognitive psychology, comparative psychology, developmental psychology, educational psychology, industrial psychology, personality psychology, professional psychology, positive psychology, and social psychology. Education requirements for these fields will vary, as will their potential salaries.

What do Psychologists Actually Do? Psychologists typically do the following: (Direct excerpt from Occupational Outlook Handbook)

- Conduct scientific studies of behavior and brain function
- Collect information through observations, interviews, surveys, and other methods
- Identify psychological, emotional, behavioral, or organizational issues and diagnose disorders, using information obtained from their research
- Research and identify behavioral or emotional patterns
- Test for patterns that will help them better understand and predict behavior
- Discuss the treatment of problems with their clients
- Write articles, research papers, and reports to share findings and educate others

Psychologists seek to understand and explain thoughts, emotions, feelings, and behavior. Psychologists use techniques such as observation, assessment, and experimentation to develop theories about the beliefs and feelings that influence a person.

Psychologists often gather information and evaluate behavior through controlled laboratory experiments, psychoanalysis, or psychotherapy. They also may administer personality, performance, aptitude, or intelligence tests. They look for patterns of behavior or relationships between events, and use this information when testing theories in their research or treating patients.

The following are examples of types of psychologists:

Clinical psychologists assess, diagnose, and treat mental, emotional, and behavioral disorders. Clinical psychologists help people deal with problems ranging from short-term personal issues to severe, chronic conditions.

Clinical psychologists are trained to use a variety of approaches to help individuals. Although strategies generally differ by specialty, clinical psychologists often interview patients, give diagnostic tests, and provide individual, family, or group psychotherapy. They also design behavior modification programs and help patients implement their particular program.

Some clinical psychologists focus on certain populations, such as children or the elderly, or certain specialties, such as the following:

- **Health psychologists** study how psychological and behavioral factors interact with health and illness. They educate both patients and medical staff on psychological issues and promote healthy-living strategies. They also investigate and develop programs to address common health-related behaviors, such as smoking, poor diet, and sedentary behavior.
- **Neuropsychologists** study the effects of brain injuries, brain disease, developmental disorders, or mental health conditions on behavior and thinking. They test patients affected by known or suspected brain conditions to determine impacts on thinking and to direct patients' treatment.

Clinical psychologists often consult with other health professionals regarding the best treatment for patients, especially treatment that includes medication. Currently, Illinois, Louisiana, and New Mexico allow clinical psychologists to prescribe medication to patients. Most states, however, do not allow psychologists to prescribe medication for treatment.

Counseling psychologists help patients deal with and understand problems, including issues at home, at the workplace, or in their community. Through counseling, they work with patients to identify their strengths or resources they can use to manage problems. For information on other counseling occupations, see the profiles on [mental health counselors and marriage and family therapists](#), [substance abuse and behavioral disorder counselors](#), and [social workers](#).

Developmental psychologists study the psychological progress and development that take place throughout life. Many developmental psychologists focus on children and adolescents, but they also may study aging and problems facing older adults.

Forensic psychologists use psychological principles in the legal and criminal justice system to help [judges](#), [attorneys](#), and other legal specialists understand the psychological aspects of a particular case. They often testify in court as expert witnesses. They typically specialize in family, civil, or criminal case work.

Industrial-organizational psychologists apply psychology to the workplace by using psychological principles and research methods to solve problems and improve the quality of work life. They study issues such as workplace productivity, management or employee working styles, and employee morale. They also work with management on matters such as policy planning, employee screening or training, and organizational development.

School psychologists apply psychological principles and techniques to education and developmental disorders. They may address student learning and behavioral problems; design and implement performance plans, and evaluate performances; and counsel students and families. They also may consult with other school-based professionals to suggest improvements to teaching, learning, and administrative strategies.

Social psychologists study how people's mindsets and behavior are shaped by social interactions. They examine both individual and group interactions and may investigate ways to improve interactions.

Divisions in Psychology

- Teaching
- Experimental Psychology
- Evaluation, Measurement, and Statistics
- Developmental Psychology
- Personality and Social Psychology
- Psychological Study of Social Issues (SPSSI)
- Psychology of Aesthetics, Creativity, and the Arts
- Consulting Psychology
- Industrial and Organizational Psychology (I-O Psychology)
- School Psychology
- Society of Counseling Psychology
- Psychologists in Public Service
- Adult Development and Aging
- Applied Experimental and Engineering Psychology
- Rehabilitation Psychology
- Society for Consumer Psychology
- Society for Theoretical and Philosophical Psychology
- Behavior Analysis
- History of Psychology
- Community Psychology
- Psychopharmacology and Substance Abuse
- Psychotherapy
- Psychological Hypnosis
- State, Provincial, and Territorial Psychological Association Affairs
- Humanistic Psychology
- Intellectual and Developmental Disabilities
- Environmental, Population, and Conservation Psychology
- Psychology of Women
- Psychology of Religion
- Child and Family Policy and Practice
- Health Psychology
- Psychoanalysis
- Clinical Neuropsychology
- American Psychology–Law Society
- Psychologists in Independent Practice
- Family Psychology
- Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues
- Psychological Study of Ethnic Minority Issues
- Media Psychology
- Exercise and Sport Psychology
- Peace Psychology Division
- Group Psychology and Group Psychotherapy
- Addiction Psychology
- Psychological Study of Men and Masculinity
- International Psychology
- Clinical Child and Adolescent Psychology
- Pediatric Psychology
- Advancement of Pharmacotherapy

- Trauma Psychology

Advantages of a Psychology Major

For those who are interested in a psychology career, there are many advantages that they can look forward to. Psychologists can experience the fulfillment of helping others, enjoy a high earning potential, can learn about people and how they think, and may have quite a bit of variety in their work.

Some people go into psychology wanting to help people, and a psychology career is an excellent means to find that fulfillment and satisfaction. Even at an otherwise routine appointment, there is an opportunity to help a person solely by listening. For some, this simple act can make an enormous difference, especially if they believe there is no one else willing to listen to their stories. There are some specialties or divisions of psychology where the act of helping is more overt, such as is the case for clinical psychology, but all psychologists have daily opportunities to feel fulfillment from helping their patients, including those in research settings.

One of the major advantages of a psychology career is the high earning potential. According to the Bureau of Labor Statistics, the median annual salary for psychologists in clinical, counseling, and school settings was \$72,580.00 in 2015. Those earning the highest 10 percent in these divisions commanded salaries over \$100,000. For individuals practicing in the I-O division, even higher salaries are available. The median income for these psychologists was \$77,010 in 2008, and the highest 10 percent of earners had salaries close to \$150,000.

Individuals who go into the field of psychology typically have a natural curiosity about human behavior in addition to a desire to help others. It can be very exciting to learn about different people and the things that make those people different from each other. Treating individuals with mental illnesses can be intriguing from an intellectual standpoint.

While psychologists may see the same patient multiple times, they will continuously see new and different patients as well. As some patients graduate from therapy and move on, new patients with new concerns will arrive. Additionally, new mental illnesses are still being defined and diagnosed. The potential exists for a practitioner to see new patients with new disorders on a regular basis.

There are several advantages to a psychology career, including the ability to help others, the high earning potential, the opportunity to learn about human behavior, and the variety inherent in the work. If these things seem of interest, psychology may be an appropriate career choice.

SECTION I. Recommendations for the major from Students:

A. Recommendations from senior psych majors to 1st year psych majors

- Take General Psychology and then one or two other lower-level Psychology courses that interest you. Don't rush to complete your major course requirements; you will learn more and get better grades in Psych courses taken later on.
- Don't specialize! Sample all areas of Psychology.
- Take a variety of classes to develop relationship with professors early in your career. This will serve for priceless advice and recommendations down the line!
- It's important to take classes in a variety of different majors, specifically those related to psychology. You might be surprised at what you like or dislike!
- Only take one psychology course each quarter. There is no reason you should cram all of your psychology requirements into one year because you have plenty of time in four years here.
- Take service-learning courses like General Psychology and Developmental Psychology. This allows you to go into the Kalamazoo community.
- It's ok to decide to change your major!
- Ask upperclassman what classes they got the most out of and what was most influential in deciding to be a Psych major.
- Have fun with your classes! There is plenty of time for more rigorous work later.
- People who major in something they love learning about do better academically and are happier throughout their four years than those who major in an area because they think they should.
- Keep a steady pace with taking required course for graduation instead of taking them all at once.
- Allow yourself the freedom to enjoy your freshmen year! It is completely normal for it to be filled with both mistakes and successes, both personally and academically.
- Listen to your own feelings to decide on your major! If you dread going to a class every time and hate every moment you have to spend studying for it, then that might be a sign that you need to try something you are going to look forward to!

B. Recommendations from senior psych majors to 2nd year psych majors

- Take one Psych course each quarter to explore your interest and develop some competencies in the field
- Take courses from lots of different professors. This will help you to choose upper level classes wisely.
- Try to get a variety of content and different perspectives on Psychology.
- There are many career development internships that can help you to explore your interests in Psychology
- If you are planning on a double major with Psychology, consider a Psychology minor so as not to overwork yourself.
- Take mostly medium-level classes – leave the 400 levels for Junior or Senior year.
- Go in and talk to your professors! Take advantage of the small class sizes we have here at K – professors are usually willing to talk to you about anything. This will help develop your relationships that can be priceless in the future!
- Take statistics this year! It's very helpful in Experimental Methods junior year.
- If you are planning a 9-month study abroad, you must take statistics and Experimental Methods this year!

C. Recommendations from senior psych majors to 3rd year psychology majors

- This year would be great to try Personality Theories or Interviewing and Narrative Analysis. This class, juxtaposed with Experimental Methods, will expose you to two different types of research methods, therefore letting you decide what type of research you are interested in.
- Start getting to know the professors outside of the classroom. Chances are you will be asking them for letters of recommendation in the future, and the better they know you the better the letters will be!

Study Abroad:

- While abroad, consider taking a psych course or getting involved in something that helps you continue to explore your interests in psychology.
- Consider doing an ICRP or community service that may pertain to the major or future career aspirations – it can look great on a resume or graduate school application!
- Begin thinking about your SIP while abroad! The time at home after getting back but before going back to school is a great time to look for SIP placement. Start emailing research labs and ask if they have any openings for a lab assistant.

SIP Preparation:

- Beginning planning your SIP and take course to get background for your SIP
- You must take PSYC 390 (Experimental Methods) your Junior spring quarter
- Look at old SIPs and talk to seniors and professors for SIP ideas
- Look at other universities websites to see what kind of research professors are doing there. Often they need more research assistants over the summer!
- Read tons of articles!!

Grad School Preparation:

- If you are planning to take the GRE exam, consider taking PSYC 470 (History and Systems of Psychology) to help prepare
- If you are thinking of going straight to grad school, consider taking the GRE sometime in the summer so you don't have to do it when you're stressed about classes, your SIP, and grad school applications. This also gives you the chance to take it again if you want to.

D. Recommendations from student alums to senior year psych majors

- Finish your SIP in the summer if you can!
- Be sure to finish your upper level courses.
- Don't stop taking psychology courses even after you finish your requirements. Take at least one per quarter and take those classes you really want to take!
- Don't forget about your friends while you're flustered over requirements and your SIP! Be sure to make time for those around you.
- If you are planning on working after graduation, take classes in other departments that might help you in your area of interest.
- Consider taking Counseling Psych, Theories of Personality, and Social Development. Past students have found these classes really helpful to their academic and personal development.

APA Formatting Guidelines for Psychology majors

Majors are encouraged to use APA style for all papers. You may purchase the latest edition of the APA Manual from www.apa.org or use the Internet for guidelines (you will be required to purchase the Manual for Experimental). The Research Style Crib Sheet is very handy if you do not wish to purchase the manual: it is "a concise guide to using the style of the American Psychological Association in writing research papers. The latest version is at: <http://www.docstyles.com/archive/apacrib.pdf>

Paper Grading rubric used by many Psychology professors

An F paper has some of these qualities:

Is not turned in.
Fails even to attempt the assignment.
Is so poorly written that it is unreadable.

A D paper has some of these qualities:

It attempts the assignment but falls far short; it misses the point.
It has very poor sentence structure or serious grammatical errors throughout.
It is so unclear that it is difficult to read.
It has no clear organization, or appears to have been written quickly with little planning.
Its paragraphs don't hold together or lack a unifying idea; or they seem random in order.

A C paper has some of these qualities:

It fulfills the terms of the assignment -- though not very thoroughly or interestingly.
It demonstrates an organizational plan and uses paragraphs correctly for the most part.
It has some significant sentence structure or grammar problems.
It has pervasive mechanical problems -- punctuation, spelling, quotation errors, etc.
It is characterized by flat, simple sentence structure.
It is characterized by simple, general ideas without depth, complexity, or detail.
It may have some disorganized paragraphs or unclear transitions.

A B paper has some of these qualities:

It fulfills the terms of the assignment thoroughly.
It reads fluently, and has varied sentence structure.
It effectively develops ideas with examples or details.
Organization is clear and logical; transitions are smooth.
Paragraphs are unified and coherent.
Opening and conclusion serve the paper as a whole.
It has few sentence structure, grammar, or mechanical errors.

An A paper has some of these qualities:

It fulfills the assignment thoroughly and interestingly or creatively.
It develops ideas in a full and satisfying way, often with interesting or unusual insights.
Organization is clear, smooth, and logical; transitions seem natural.
Paragraphs are unified, coherent, fully developed.
Style is personal yet correct, and the writing sounds confident and energetic.
It reads fluently and gives the impression of a writer in charge.
Opening and conclusion are distinctive, especially interesting, and carefully woven into the paper.
It has, at most, one or two problems of grammar or sentence structure.
It has very few mechanical errors, and no serious ones

Departmental student advisors: What are they and how can they help you?

Each year our psychology department has a senior psychology majors whose role is to help answer questions about particular courses and also steer majors toward the correct resource for information (e.g., when you don't know whom to contact about Study Abroad class credit.). Please ask one of the psych faculty for this person's name.

Research assistantships for Psychology Majors:

Research assistantships are voluntary positions that require several hours of work each week (between 3-6 hours depending on the specific team). Currently, most professors in the department have active research teams. Typical tasks include literature searches in the library, collecting data, coding, editing, and occasionally manuscript writing/revising/editing. Students are often asked by the professors to work with them on the teams; however, if you are interested in working on a professor's research team, have a strong academic record and a history of excellent time management skills, you are encouraged to share your interest with that professor.

Teaching assistantships for Psychology Majors:

TAs are voluntary positions that require several hours of work each week (between 3-10 hours depending on the size of the class and the number of tasks). TA experience can be extremely important experience to place on your academic resume and it can be personally rewarding. Usually, professors select students who have performed exceptionally well in one of their courses. However, if you are interested in working as a TA for a particular professor, have a strong academic record and a history of excellent time management skills, you are encouraged to share your interest with that professor. Before accepting this position, you should ensure that your schedule allows you to maintain a high level of commitment.

Internship/Externship/Summer Field Experiences

Internships/Externships/ or jobs in your field.

The Center for Career and Professional Development posts internship and job announcements in K-Connect. Informational packets about the types of internships students have obtained can be found in the CCD, organized by the major or field. Each packet includes information on a variety of internships, including the name of the organization, the year the student participated, and details about the internship. In addition, many students have participated in the Discovery Externship program, which provides short-term opportunities to explore different fields with K alumni and friends of the college. Check out the website at: <http://www.kzoo.edu/career/students.html> or contact K's career development counselor (their office is in the Dewing Career Development Suite on the first floor of Dewing).

Financial Resources to help you fund your SIP research, Internships or Externships.

K has an online resource, "Campus Funding for Student Professional Development," that outlines sources of Kalamazoo College administered funding available to support you in your internships, research, and other projects: <http://www.kzoo.edu:2001/exedcomm/money/>.

Examples of Recent Summer Field experiences arranged by the Experiential Ed or Career Development Center (internships and externships): If you are interested in an externship, review the externship list of sites in the CDC office.

University of Washington (Autism Center); Cincinnati Youth Center; Poverty Reduction; Private Psychiatric Practice (Colorado Springs); SOS Community Services Therapeutic Project & Substance Addiction Treatment for the Homeless; University of California - Davis (research); Johns Hopkins University (research) Scholarships average around 2,000 dollars, and can be applied for when doing a no paid summer position.

Summer research opportunities for undergraduate students

<http://www.nsf.gov/home/crssprgm/reu/reu98sber.htm>

<http://dept.kent.edu/psychology/reu/index.htm>

Also try looking on other school's websites to see what kind of research other professors are doing; often they want summer research assistants. So if you find a lab that interests you don't be afraid to send that professor an email.

SECTION 3: SIP Information

General Information: Most psychology SIPs fall into one of three categories*:

1. Literature Review. This type of SIP involves an extensive review of a single topic in psychology. It needs to include the various theoretical perspectives that have been applied to the topic, and it often includes a critical analysis of these data and novel proposals for future research. This type of SIP is probably the most difficult and the least common.
2. Practicum S.I.P. The practicum SIP is conducted in an applied setting (e.g., working in a camp, hospital, corporation, etc...). This may or may not be a paid internship. In this placement the student will learn the operations and duties of individuals in this area of psychology. The final report will include a literature review and a proposed experiment on a topic that is relevant to the placement. The advantage of this type of SIP is that students get first-hand knowledge of the working conditions of a specific type of psychological professional. The main drawback is that the placement may have limited resources and support for completing the written portions of the SIP.
3. Research SIP. The research SIP can be a qualitative-based or quantitative-based project. It is typically conducted in conjunction with a psychological professional (e.g., K College faculty member or a researcher at a different university or institute), although in unique cases students have proposed and completed their own research. This type of SIP is probably the best preparation for graduate study in psychology because it is modeled on the format for a master's thesis or doctoral dissertation (literature review, methods, results, and discussion). It is worth mentioning that many recent students have completed the research SIP on the Kalamazoo College campus, either in collaboration with a K faculty member or on an independent research project.

There are a number of ways to find a SIP placement in a university setting. First, there are some national summer programs at various institutions across the country that pair rising seniors with research psychologists. These programs are great because they typically provide you with a stipend and housing. However, these programs are competitive and the deadline for applications is typically in February or March. So if you're interested in applying to some of these programs, you need to begin the application process immediately. Contact me for more information.

Second, you may search for a placement on your own by contacting individual faculty members at K or at other institutions that do research you are interested in. This often involves sending emails to a number of agencies or professors to check for openings. A good example of how to prepare this request can be found on Dr. Tan's web site:

<http://www.kzoo.edu/psych/tan.html>

(on page 26)

The next step for many students is to determine their interests in each of the above models. As you begin to make decisions, you need to check the viability of these decisions with a professor. If you plan to conduct a Practicum SIP or a Research SIP, you need to identify a topic area and begin to search for opportunities to pursue this topic.

*Although the majority of SIPs completed within the psychology department fall into one of the 3 categories listed above, on a few occasions a student has proposed a project that is different from those described above. If you have a strong commitment to a different type of psychology SIP, let us know as soon as possible to discuss its feasibility. We are always open to helping your vision of your SIP become a reality. Further, keep in mind that you do not have to do your SIP in psychology; if you have another major, a minor, or a strong interest in another field, it is also possible to do your SIP through one of these departments. You will have to check with the individual department for their SIP requirements and guidelines.

When should I start thinking about my SIP?

Starting thinking about your SIP before experimental. If you go on study abroad, the time after you get back but before spring quarter starts is a great time to start applying for internships. Remember that other students get out of school earlier so it's important to apply in advance! The first paper you write in Experimental is a great time to do research on a subject you might be interested in doing for your SIP and read articles by researchers at potential SIP placements!

How do I decide whom to ask to be my SIP adviser?

Your SIP advisor should do the research that is most closely related to your SIP topic. This should also be someone that you feel comfortable talking with and respect.

How should I choose a SIP topic?

Take the time to read a ton of articles. If you already have a placement, read everything the person you are working with has published and all of their cited sources. Don't worry if your SIP concept changes a lot in the beginning stages, it is all part of the creative process and it will all work out in the end.

Can I do a SIP in another department?

Yes! Psych majors are not required to complete a SIP in the psychology department. Be sure to find a SIP advisor from that department, learn about that departments requirements, and complete the proper paperwork.

When is a two unit SIP a better option?

K Alum '05 "Well, I did a narrative SIP and I really believe that in order to get all the interviews transcribed, analyzed, and have a real understanding of the literature, that I definitely needed the extra time that a two unit gave. However, it was hard to feel isolated in trying to finish my SIP while other people celebrated being done. I do believe that my SIP was a key tool that helped me get into a clinical psychology PhD program, and even now that I'm in graduate school, I still regard it as one of the coolest research experiences I've ever had. A one-unit SIP can also be a great option, and does not in any way make you look 'inferior'. This would be a good option for someone whose been able to get all the data collected early, does not want to have to finish a SIP in the fall, and has lots of time during the summer (to analyze the data)."

Note: the department gives honors on both 1 and 2-unit SIPs.

When should I start applying for SIP summer internships?

In your spare time, peruse old SIPs to gain a better idea of the nature of experiential SIPs. Typically students apply during the winter or spring of their junior year (often times while taking Experimental Methods). It is never too early to start considering possible sites. You can do this by actively perusing university web sites to find professors who are conducting research that you find interesting.

Claire '06 suggests that you "start looking for research opportunities as soon as you decide on a particular area to study. I decided to apply to Wayne State University to work as an intern in their summer camp with kids infected/affected with HIV. I wrote my letter during Experimental Methods class to the research director and asked him if I could work in conjunction with their research team. I described my relevant research experience (from classes) and told them that I had worked with kids for several years. The professor from WSU wrote back and invited me to work in her laboratory and camp. As a result of my work, I completed my SIP entitled "HIV elementary education prevention in the community based setting."

How do I obtain an internship site for my SIP?

Start scanning the psychology faculty websites at universities you would be interested in working at. On many of those websites you can find the person's research focus, current projects, contact information, and publications. Start emailing professors whose research you are interested in and see who responds. Many people are very receptive to the idea of having an undergraduate come work for the summer, especially if you mention you do not have to be paid. Grants are available through the Center for Career and Professional Development to help cover travel and living expenses.

How do I find researchers or agencies for my SIP internship.

Similar to our psych major web page, other universities have web pages with faculty bios and research interests. When searching for an internship site, start by visiting various university sites and locate the psychology, biopsychology, or neuroscience departmental web pages. ON the web page, locate info about the professors' areas of research interests and find their e-mail addresses. When you come up with about 20, start e-mailing them (do not e-mail them if you are not genuinely excited about their areas of research since you can afford to be "picky."

How do I find a counseling or clinical site at Western Michigan in Kalamazoo for my SIP internship?

Several doc students in the counseling psychology and/or clinical psychology departments work on research projects that they plan to use for their final dissertations. During the summer months, some of them work with undergraduate

students and assign them to research teams. Often times their research projects are related to counseling or clinical issues. I recommend contacting the faculty in the clinical and counseling psych doctoral programs and inform them that you are interested in volunteering with them or one of their doctoral students.

Recent SIP internship sites for Psychology Majors

University of Missouri, Columbia: Laboratory for Eating Disorders (Laura Sayen, '08)
 Northwestern University: Alice Eagly, Ph. D. Social Psychology Laboratory
 Infant Cognition Center, Duke University; Raleigh-Durham, NC (Dana Hennessey, '08)
 University of San Diego: Neuroscience Laboratory with Dr. Ramachandran
 University of Washington: Cognition Lab
 Grand Valley State University: Neurolinguistic Lab
 Michigan State University: Child Development Center

What type of e-mail should I send to obtain a SIP research site?

Dr. Tan's research internship/SIP e-mail tips

- 1) Keep the e-mail short: No more than 2 brief paragraphs, but make sure it is very clear and comprehensive. The tone should be professional. Proofread your e-mail painstakingly before sending it.
- 2) Don't send more e-mails than you can manage. (The number depends on you. Some students in the past have sent 15-30, and then another batch a week or so later etc.). Thank the researcher and reply to every email you receive, even those that turn you down. Keep a record of emails going out and coming in. If you should receive an offer, follow it up quickly. If you are not ready to commit yet, tell the researcher that you will get back in contact with a commitment by ____ (date - probably around 2 weeks would be okay). Be sure to follow this up, even if you are not taking the offer. If a researcher has been particularly generous with time, send a Thank You note - especially if not taking the offer. And definitely send a Thank You note to the researcher you will be working with!
- 3) It's fine to send some e-mail inquiries that might be more generic/all-purpose in content. However, the inquiries you REALLY care about should be as personal and specific to the researcher as possible.

Tips on Writing a Letter to a Particular Researcher

Below are my suggestions for what to include in a letter tailored to a particular researcher, although it is only a general guideline and you should adapt it to suit your particular needs. (These guidelines can be adapted for the more "generic" letter too, as well as SIP enquiries of a non-research nature):

Dear Dr./Professor/Mr./Ms. _____, (always address the person by name - do not simply send to "Dear Professor" or "To Whom It May Concern")

INTRODUCE SELF: Give a brief personal introduction to yourself (include major/minor and your year in college, and definitely mention Kalamazoo College) and statement of your career goals.

MAKE REQUEST: Mention your interest in the researcher's area of expertise, and ask if there are any opportunities to serve as a research assistant on any phase of the researcher's current projects. In 1-2 sentences, explain that you are working on a senior thesis (don't simply say Senior Individualized Project or SIP without giving them a context for it), what this entails etc. Let the researcher know that you plan to be as self-reliant and resourceful as possible, and that you would not need a lot of their time - several meetings, some replies to questions, and feedback on drafts. (Most researchers are very busy, and fearful about accepting a needy, dependent student who will drain them of their time and energy). If you can afford it, tell the researcher that you do not expect to be paid - or are willing to work for a small stipend. If you have a place nearby where you can live, mention it. If you do need financial support, I would recommend waiting until a researcher contacts you to explore those possibilities together and/or investigate if there are any possibilities at "K" College. Specify the dates that you will be free to work.

QUALIFICATIONS: List any relevant experience or qualifications:

- i) Any prior experience as a research assistant? (Very helpful, but not essential: Researchers do not expect all undergraduates to have had prior experience. If you have research experience, name the professor, state

research aims or questions precisely. If the work happened to culminate in conference presentations or publications, specify. If your research experience was a class research project, or a research project you did for a class, I'd recommend mentioning it after your relevant courses, not before);

ii) Relevant College courses you have taken? For a research position, definitely mention Statistics and other Quantitative courses (including Math, Calculus, etc.), Experimental Methods (if you have not taken or completed it yet, specify by when you will have done so). Also mention Psychology courses relevant to researcher's area (for example: if researcher is studying communication in families with an autistic child, relevant courses may include Developmental Psychology, Abnormal Psychology, Counseling Psychology, Interviewing and Narrative Analysis, etc. Usually no need to mention General Psychology.)

iii) If there is anything else you can think of that is of central relevance to the researcher's area (e.g., for the hypothetical example in point ii): if you have a sibling with special needs, or if you have experience working with individuals with autism, etc. Otherwise, just skip).

iv) End by saying that the researcher may contact Dr. _____ at _____ (give both e-mail address and telephone #) for a recommendation (be sure to ask your Professor first). Personally, I prefer to be contacted by e-mail in order to avoid playing phone tag. But you might ask your Professor how he or she prefers to be contacted.

SIGN OFF: Include full name, e-mail, telephone (and best way and times to reach you).

Some examples of internship e-mails that have resulted in the acquisition of successful SIP internship sites are shown below (used by permission):

1st Example:

My name is Joan Smith, and I am a junior psychology major at Kalamazoo College in Kalamazoo, MI. I am interested in becoming integrally involved in a research project for the summer months. The research you've been conducting on (insert the general area of research) intrigues me, and I am wondering if you could use a research assistant in your lab. Though I would gladly accept a paid position, it is not a requirement. If you do not have a need for a research assistant, but know of others in a similar field that may, I would appreciate it if you could pass my name along.

Thank you very much, and I look forward to hearing from you.

2nd example:

My name is John Doe and I am a third year psychology major at Kalamazoo College in Kalamazoo, Michigan. Upon graduating in Spring of 2008, I intend to enroll in a graduate level program to further my current studies eventually entering academia as a researcher.

I am very interested in research that you are conducting about familial risk in relation to a child's socio-emotion development. In my Social Development class we have been talking about the influences of family on a child's development and ability to move on to school, and I am very interested in looking at this further.

This summer I will begin working on my senior project, and I am seeking the guidance of an experienced researcher pursuing research in the areas of developmental psychology. I am writing to inquire if you have any opportunities to serve as a research assistant during the summer of 2007. Though funding is appreciated, I am able to provide myself with housing and a stipend through my school and therefore do not need any kind of additional funding through your lab. I am self-motivated and a quick learner; able to work independently while upholding my responsibilities. I have had experience as a research assistant during the summer of 2006 when I worked with Dr. Barbara Schneider, John A. Hannah Distinguished Chair of the College of Education at Michigan State University. With her guidance, I studied the differences between rural schools and suburban schools in regards to a student's academic aspirations and outcomes. I am presenting our paper at the American Education Research Association National Conference this coming April.

As a psychology major, I have taken the necessary course work to be a useful and efficient research assistant, including Abnormal, Developmental, and Social Development Psychology, Qualitative and Quantitative Research Methods, Calculus, and Experimental Methods, a seminar outlining research methods in modern day psychology. I am proficient with SPSS and large-scale data sets, including the National Educational Longitudinal Survey of 1988 and the Educational Longitudinal Survey of 2002.

You may contact my advisor, Dr. at _____@kzoo.edu for recommendations.

I appreciate your consideration in this matter and look forward to speaking with you. I can be contacted most easily at or at (insert phone) and # (PO Box) Hicks Center, 1200 Academy St., Kalamazoo, MI.

Tips from former Psych Majors for writing the SIP

- 1) Start as soon as you can (e.g. request all necessary articles you need and find as many relevant resources etc.)
- 2) Outline all the resources you have because it makes it ten times easier to write your Lit review
- 3) Separate your lit review into subtopics because it is easier to organize and to read that way.

If you start early enough, you will have no reason to get stressed out because it will allow you plenty of time to go over it when due dates start to creep up on you. It does get frustrating because in the psych department they really stress the "individualized" part of SIP. Sometimes it feels like you are walking blindly, but know that everyone feels that way and that they will give you sufficient feedback when the time comes!

Tips for completing your SIP

- 1) Develop a timetable and a regular schedule for the completion of your SIP--It won't write itself. For example, schedule certain hours or days of the week for library research and writing. Develop these habits early and stick with them!
- 2) If you are in a university setting, talk with the grad students about your SIP (tell them it's a senior thesis). They are likely to be sympathetic and helpful--some-times more helpful than the faculty member supervising your internship.
- 3) Getting in touch with Psychology faculty members during the summer can be a problem. Your best bet is to e-mail the SIP Coordinator at rbatsell@kzoo.edu. If you don't have access to e-mail, you can try calling at 269-337-7032. However, the Psychology Department is officially closed summers, so you may not be able to reach anyone by phone.
- 4) If a serious problem comes up regarding your SIP or internship and you are unable to reach anyone, send a letter addressed to Psychology SIP Coordinator at the College, describing the problem. In the meantime, do what you can to salvage your SIP.
5. If you are using a computer to type your SIP, make sure you have: a) a printed copy of your most up-to-date version; b) two copies of the computer files, each on a separate thumb drive; and c) if you are not using Microsoft Word or Word Perfect that you have files which are compatible with that software--e.g., text or RTF format. Check with the Computer Center here (269-337-7237) if you will need to print charts, graphs, or spreadsheet data from other software.
6. Take copies of the College SIP Handbook and any Psychology Department SIP handouts. These contain important information about the format of the SIP. If there are differences in what is suggested by the two documents, follow the Psychology format.
7. Remember that all Psychology SIPs must follow the APA style. It does not have to follow the outline of an experimental report, e.g., having a methods section, if it is not an empirical study, but it must follow APA rules for such things as citations, referencing, use of abbreviations, etc. Make sure you have a copy of the APA Manual (5th Ed.). In general, follow the directions for use of the APA format you learned in Experimental Methods. Your goal is to make your SIP look like an article published in an APA journal, not what would be sent to an editor.
8. Students often ask how long a SIP should be. This is a difficult question to answer but here are some guidelines: If you are writing a draft of an introduction while doing an applied internship, it should be 30-50 pages, minimum. It should describe each study or theory in sufficient detail to show its relevance to the problem you are investigating.

If you are writing a draft of a methods and results section while doing a research internship, it is difficult to prescribe a minimum length. However, keep in mind that if the reader cannot understand what happened in the

experiment and what results were found, you will not be able to complete a two-unit SIP and may not even receive credit for a one-unit SIP.

9. Don't try to make your SIP longer by using wide margins, extra spacing, or larger than usual fonts. Don't use cute, fancy, or sans serif fonts. Use something similar to what you see here: Times and Times Roman fonts are commonly found on Mac and PC software. Use bold-face sparingly, not as your regular font.

10. Start writing early in the SIP quarter. It is the only way to get good quality work of sufficient length.

11. Like the Terminator, the SIP keeps coming and coming and coming. You can put it aside or out of your mind, but in a quiet voice, it says: "I'll be back." Procrastination is one of the more serious problems which can develop on your SIP (see items #4 and #10, above).

Student Presentations of SIPS at the Van Liere Symposium

The Van Liere Symposium is an event held every spring when the Psychology Department majors present their Senior Individualized Projects (SIPs) to the members of the campus, families and guests. (Watch for more information in the Winter Quarter) This is an opportunity for upcoming majors to learn what SIPs are about and to discover SIP opportunities for themselves. The Van Liere Symposium is in honor of the late Donald Van Liere who was the first experimental psychologist at Kalamazoo College.

Information regarding the Symposium will be presented during the Senior Seminar. Watch for dates and times as we get nearer to Spring Quarter. See poster instructions below.

GUIDELINES FOR POSTER PRESENTATIONS

Here are some guidelines for preparing a SIP poster for presentation. These guidelines are targeted toward research posters, but if you are preparing a poster that presents other material (e.g., a report on a SIP internship), you will find that you can adapt much of the information to your particular needs. Note that the style of writing for a poster should be the same as for your SIP report. The language of the poster should be formal in its style and tone, without the use of contractions (e.g., "can't," "3-D") and avoiding conversational phrases (e.g., "deal with").

Main components of a research poster:

Title:

The title should be in large, bold font and should be easily read from 10 or more feet away. It should announce the topic or questions of your research, so that the reader has immediate context for the material you are presenting before reading the smaller print. The title should contain sufficient information and detail so that the reader has a sense of the specific question or topic that is addressed in the poster. For example, a title such as "Memory of Infants" is too general and ambiguous, whereas "Elementary School Children's Ability to Remember Infants' Faces" is much clearer.

Author and Affiliation:

For example:
 Kyle Anderson
 Kalamazoo College

Abstract:

Follow rules from APA. Use larger font than other sections, but not as large as title section. Keep to one-third page or less. (Note that even though there is no abstract on the model poster on page 6, the department requires one.)

Introduction:

Introduce the problem or research question, and put it in context of previous research. Cite only the studies that are most relevant to your study. Include citations in APA style, as you would in the literature review to a paper. Keep under two pages.

Methods:

The subheadings in this section should be Participants, Apparatus or Materials (if any), and Procedure. The main body of this section should be the Procedure, and should describe all the steps of the procedure. Be sure to organize the steps chronologically, and to provide enough information for the reader to understand exactly what you did, and to see how the procedure addresses your research question. Keep to less than one page.

Results:

Only include the results that directly relate to your hypotheses and discussion. Again, the little details can be omitted. Be as visual as possible. Keep to less than one page not including any figures or tables.

Discussion:

In this section, evaluate and interpret the theoretical and practical implications of your results. Keep this short (under two pages) and only discuss what is directly relevant to your hypothesis.

Tables, Figures and Illustrations:

Include one or more tables, graphs, charts, diagrams, or photographs of apparatus or other relevant materials, if possible. Do not include any tables, graphs or charts that are not directly relevant to the material you are presenting. The figures should be functional, as opposed to purely decorative. They should be shown on separate pages from the text.

References:

List all references cited in the text of your poster, do not exceed 10 or so. Follow APA format for listing references.

Requirements for your Poster:

Print your poster at the library or Kinkos on the oversized printer. Dimensions are 4 ft. x 6 ft. (the library will print this for you at reduced cost. Estimated cost = \$30.00-\$40.00.)

Font size: For the body of your text, use a font style and size that can be clearly read from a distance of 4 feet (18 point or above). For your title and name, use larger font, Be consistent with the choice of font, and use one font style only.

Foam Core Poster board: Mount your professionally printed poster on an illustration board of approximately 30 x 45 inches. This mounting is imperative since without the mountings, they will not sit on the easels. The mounting boards are available at the college bookstore. Please talk to the Psychology Department Chair one week in advance if you cannot afford to print your poster or buy a board.

Please do not simply cut and paste text from your SIP (this demonstrates a lack of motivation and work). Your poster should highlight the most **important points** in a concise manner. Use bullet points instead of full sentences and paragraphs. Remember that attendees wish to understand your project after **only 2 minutes** of glancing at your poster.

Tips for a High Quality Poster:

1. Do not crowd your poster with unnecessary detail. Be selective in your choice of what to include and what to omit. Remember, however, that your poster should tell "the entire story" of the research question, background, procedure, results and implications of your study. Do not assume that the reader knows as much about your study as you do, and be sure to include sufficient explanation so that a competent college student who has taken a few psychology classes can understand the content.

2. Emphasize the visual. Whenever possible, use graphs, pictures and drawings instead of text. Show, rather than describe!

GUIDELINES FOR THE SIP ORAL PRESENTATION

The following guidelines were adopted from Jeff Radel's web page on effective presentations.

(<http://www.kumc.edu/SAH/OTEd/jradel/effective.html>)

The SIP oral presentation should be approximately 11 minutes in length after which you can expect a 3-minute question and answer period. (There will be four or five talks per session so it is very important that your presentation does not exceed 11 minutes. Please practice and time your talk to make sure it is not too long. Because this is a relatively short talk, you need to be clear on your topic. You do not need to present everything you did for your SIP. Include the most important and/or interesting one or two findings, as well as a brief summary of the relevant background literature. Also, remember that redundancy is important in an oral presentation. We used to say, "In any speech, in the introduction, 'you need to tell them what you are going to tell them,' then in the body you, 'tell them,' and finally, in the conclusion, 'you should tell them what you told them.'"

The times listed below are approximate but should help when preparing each section of the talk.

The first four to six minutes:

The literature review should take no more than 6 minutes of the presentation because the audience is more interested in hearing about what you did for your SIP and needs only a basic review of previous research in order to understand your study. The amount of time you spend covering previous research will vary depending on the complexity of your research design. End this section by giving a very clear summary of the purpose of the present study (i.e., your hypothesis).

The last four - seven minutes:

Spend most of the presentation telling the audience what you did for your SIP. Try to make a smooth transition from the previous section by explaining how your study fits into the existing literature (e.g., the present study attempts to replicate what Smith and Jones (1980) did while controlling for gender bias...). You should follow the same logic you would use when writing a paper in APA style. After the introduction and purpose of the present study, move into a description of your methods including the participants and materials. In some cases you may want to include a picture of your apparatus or a copy of the questionnaire participants completed while you describe the method. Do not simply list questions and read them one after another with your back to the audience. Simply use the visuals as examples (e.g., "we asked questions such as x, y, and z" while pointing these out). Once you have provided a brief overview of your methods, summarize your results using figures or tables. Do not include too much information, be consistent in terms of figures and tables with respect to font size and color, etc. As stated before, you do not need to present your entire SIP if you ran two or three experiments. Simply choose one or two of the most important and/or interesting pieces of your SIP in order to limit the number of figures and tables. Your audience would rather hear a detailed explanation of one or two crucial slides than one or two sentence overviews of 20 different tables. Be conscious of time when you are going through your slides and try to arrange your results in such a way that you could easily skip over two or three if you are running short on time (e.g., you should skip over one experiment altogether rather than cover your interpretation and discussion in the last 30 seconds). After you have presented your basic results, interpret and discuss your findings for the audience. Be clear and emphasize the "bottom line." Did you have significant findings? If so, review them. If not, were there methodological flaws in your design? Are there one or two possible explanations for your results? Offer suggestions as to what you would do differently in the future if you had to do the study again. End the talk with a clear, concise summary of your conclusions (as listed on your last slide).

Visual Aids:

As mentioned earlier, you are encouraged to use PowerPoint for your oral presentation but transparencies are acceptable as well. PowerPoint offers very nice templates that can be used to help you organize your talk. It is also easy to bring in scanned pictures and documents (e.g., an MRI scan, a copy of the survey given to participants, a picture of participants completing a specific task, etc.). The time spent putting your presentation into PowerPoint will help you arrange the material in a logical sequence. Use high contrast colors for your slides (e.g., large dark text on a lighter background). Some basic recommendations are to make slides BIG, SIMPLE, CLEAR, and CONCISE. A humorous but useful mnemonic to remember when preparing slides for a talk is K.I.S.S. - Keep It Simple Stupid. Although you may choose, recommended fonts and sizes for slides are discussed in the web tutorial (e.g., Times Roman looks nice on paper but is difficult to read on slides). Lastly, note that PowerPoint slides can be printed off as transparencies if you prefer to use overheads instead of the computer for your presentation. However, you will want to change the page orientation from the default (landscape) to letter size before you start making your slides! If you are a MacIntosh user, remember to save your presentation in PC format as we have PCs available during the conference.

Finally, remember that retention of information is reduced as the talk proceeds. Thus, if presenting a series of points on a given slide, organize them from the most important to the least important so the audience will remember the most relevant information. Also, remember to repeat and emphasize key points. And lastly, practice, practice, practice. First, practice by yourself to get comfortable with the talk. You may start by writing out your talk verbatim but go through it enough such that you can give the presentation in a conversational style (i.e., do not read your notes). Second, when you are comfortable with the talk, practice with roommates and ask them for constructive feedback on what part of the talk was unclear and for suggestions on where to cut irrelevant material.

SIP Grades and Honors Eligibility

Receiving the “Pass with Distinction” grade on your SIP increases your chances of receiving Honors in Psychology. Determination for Honors is made by consensus of all members of the Psychology faculty, taking into account all your accomplishments in the classroom, your performance at the Van Liere presentation, grade-point average, integrity, and adherence to the honor code.

SECTION 4: Graduate School, Recommendation Letters, Resumes, & Employment Possibilities

To which Graduate School Programs do our Psychology Majors apply?

- Social Justice Programs: *The following 4 programs offer a blend of psychology, leadership, social justice, anthropology, and political science). In the past few years, a few of our majors have graduated, obtained grassroots experience, and used their experience to apply to graduate program. Social justice education (typically within organizations--non-profit and for-profit) is a new and growing field.*
- Cognitive and Cognitive Neuroscience (including Michigan State University, Indiana University, Cambridge)
- Law and Social Work (dual degree): WMU, Loyola
- Masters in Social Work (including Western Michigan, University of Michigan, Smith College MSW, Bryn Mawr, and MSU)
- Fletcher School- Masters in International Diplomacy
- Berkley-PHD in Socio Cultural Education
- New School-Masters in Organizational Change Management
- Silverman School of Social Work (Hunter)- MSW in international social work
- University of Pennsylvania-Masters in Human Geography
- Law school (U of Oregon, U of M; WMU Cooley; MSU)
- Masters in Human Resources: WMU, U of M, MSU, Washington U., Smith College)
- Developmental Psychology Ph. D. (Yale)
- Economics M.A. (London School of Economics)
- Art Therapy M.A. (U of San Francisco)
- Clinical Psychology Ph. D. (Notre Dame University, WMU, Wayne State U., U of M; U of Akron, Adler Professional School of Psychology, U of Florida, Boston University)
- Counseling Psychology Ph. D. (WMU, Boston U., U of Houston, U of Missouri, U of Counseling Psychology M.A. (WMU, Boston U., Oakland U., U of Missouri, U of Oregon, Wayne State U.)
- Social Psychology Ph. D. (e.g., NYU, U of M, Kansas, U of Alberta, Ohio State, U of Western Ontario, TCU, U of California)
- History of Psychology (York University)
- Experimental Psychology Ph. D. (Wayne State)
- Behavioral Analysis Ph. D. (WMU)
- Behavioral Analysis M.A. (Western Michigan University)
- Leadership M.A. (WMU)
- School Psychology (MSU #1 program; Stanford)
- Educational Specialist (MSU #1 Educational program; Stanford)
- Leadership or Leadership Administration, Ph. D. (e.g., WMU, Cornell)
- J.D./Ph.D. (U of Chicago)
- Business Administration

**Excellent Resource to purchase when preparing for graduate school:
Resources to Check out before you Apply**

- Signing up for the GRE: www.ets.org/gre/
- Guide to Grad School Admissions:
www.gradschool.about.com/cs/generaladvice/a/guide.htm
- Graduate Study in Psychology, Published by APA (obtain the most recent edition at Amazon)
- Insider's Guide to Graduate Programs in Clinical and Counseling Psychology

Getting In, Second Edition: APA's essential resource for anyone considering graduate study in psychology.

This handy, readable book simplifies the process for applicants and increases their chances of being accepted. Useful timelines, tips, and tools break the tasks into manageable steps and help readers define their goals, select programs, and navigate the application process. A monthly timetable and detailed worksheets for selecting the best program matches are included, and a resource section provides a list of publications and organizations that are useful in the various phases of applying.

Readers will learn what criteria admissions committees use to evaluate applicants, how to improve their qualifications, and how to showcase their talents in personal essays, letters of recommendations, and preselection interviews. The costs of a graduate education and financial aid information specific to graduate students are also discussed. Members of special populations, such as women, ethnic minorities, gay and lesbian applicants, and applicants with disabilities will find resources and guidance particular to their needs.

While applying to graduate school can be challenging, this book demystifies the process and allays students' concerns about how to tackle it.

Applying to Graduate School:

GRE exams are required for most graduate programs (exceptions are social work grad schools). Here is information from the GRE web page. For more detailed information, go to

Signing up for the GRE: www.ets.org/gre/

The Graduate Record Examinations®: The General Test measures verbal reasoning, quantitative reasoning, and critical thinking and analytical writing skills that have been acquired over a long period of time and that are not related to any specific field of study. The GRE® Subject Tests gauge undergraduate achievement in eight specific fields of study and is often required for admission into a master's degree program.

Requesting Letters of Recommendation

Your professors are always eager to help you in your quest to enter graduate school. But we do expect you to be well prepared and organized if you need letters of recommendation.

- a) Plan ahead. It is customary to give all materials to your Professors AT LEAST 2 - 3 WEEKS before the earliest deadlines for your letters. Aim at 3 weeks or more, if possible. (May take longer, if during Christmas/Summer breaks or if your professor is on leave/sabbatical).
- b) Be organized. Provide ALL materials in a folder at ONE time, and check that everything is there. (Writing "PS: my grades and resume will be in your box next week" - or forgetting to give us a form the school wants us to complete - gives us more loose materials to keep track of. Most of us do not start writing your letter until all the information is in anyway, so it's best to wait till everything is gathered).
- c) If you decide to send more applications out, just ask us and send all the materials we need again. If we still have your accompanying materials (ask us), you may only need to send your new addresses etc. + attachment. Even though the process may be faster as we will already have a letter on file for you, it is a good idea to still allow about 2 weeks.

Remember: Graduate Schools expect to see substantive letters with specific information and details, and your Professors need sufficient time and complete materials to write strong letters for you!

Here is the information you should provide for Professors who agree to write your recommendation letters

A pocket folder (not a bunch of loose papers, please) with all the following materials.--make an organized Table or a List, providing ALL the following information for each school to which you are applying:

- a) **Addresses** (with names of individuals to address letter to, if provided). Please list the addresses * in chronological order of most recent deadline first.

* - that is much more helpful to us than alphabetical or random order!

- b) **Name of Degree & Department or School** (e.g., "M.A. in Educational Psychology at School of Education," "Ph.D. in Developmental Psychology at Department of Psychological Sciences")

- c) **Special Instructions** (e.g., "enclose in official envelope provided," "requests 2 copies of letter")

--please give your recommender a hard copy of the above information, and also send professor an **e-mail attachment** of this document (We'll print your addresses on envelopes straight from your attachment, so double-check your addresses).

--if the school has sent you any Forms or Envelopes for the professor to include, don't forget to put them in the folder. Paperclip things that go together.

--check through all Forms carefully: Often, there is a part that you must complete or sign yourself. Be sure to fill in the Professor's school address: 1200 Academy St. Kalamazoo, MI 49006 and phone 269 337-7331

Accompanying Materials

--your SIP title, mentors/advisors, and a brief description of aims and results (or full abstract) of your project

--your resume (a draft is okay)

--your grades (an unofficial photocopy is fine)

--optional: it is very helpful if you include a copy of your Statement of Purpose (a draft is fine), or just a paragraph or two telling us about your career goals and why you have chosen your field

Example of a Table to prepare for professors when requesting recommendation letters:

| School and type of program | Letter and forms Sent to: | Address (for letterhead, etc) | Form (y/n) | Due Date (to me or to school per indicated) |
|--|-------------------------------|---|------------|---|
| University of Oregon Counseling Psych doctoral program | Me (insert your home address) | Counseling Psychology Program 5251 University of Oregon Eugene, OR 97403-5251 | Yes | January 4 th or before |
| Southern Illinois at Carbondale Counseling Psych doctoral program | Me (insert your home address) | Southern Illinois University Carbondale Department of Psychology Graduate Admissions Coordinator Mailcode 6502 Carbondale, IL 62901 | Yes | January 4 th or before |

18Sample #1 Personal Statement sent for Graduate School Admission (Used by permission):

Another resource for application essays: <http://www.geocities.com/Heartland/Flats/5353/classes/purpose.html>

Dear Admissions Committee,

My primary objective in applying to the Biomedicine, Bioscience, and Society program at the London School of Economics is to prepare for a practice and research career in Clinical Neuropsychology. While working as a researcher in cognitive neuroimaging, I have become increasingly interested in the impact of science technology on social conceptions of identity and health. Because I expect that my doctoral studies will leave little time for interdisciplinary scholarship on science and its role in society, I have come to view masters-level education in science studies and bioethics as necessary supplemental training for my future career as a clinician/researcher. I believe that the BIOS program provides an ideal venue for my scholarship in this area and am excited by the opportunities it presents for a young scientist looking to broaden her understanding of her field.

Since completing my undergraduate education in Psychology, I have spent two years as a Research Assistant in the Developmental Neuroimaging Laboratory at the Yale Child Study Center. My primary duties at Yale are to design, run, and analyze fMRI experiments of social processing in typically developing individuals and children with autism spectrum disorders. Under the supervision of clinical psychologist Dr. Robert Schultz, I have acquired significant expertise in brain imaging during my tenure at Yale and have gained exposure to the most advanced techniques of cognitive neuroscience. My position has afforded me a new appreciation of the power of neuroimaging in the study of the human mind, and has convinced me that as brain science continues to expand our knowledge of the biological correlates of social and emotional behavior, I want my research to contribute to the discussion.

Accompanying my increasing skill in neuroimaging has come a heightened sensitivity to the impact that neuroscience and other biosciences have on changing conceptions of human mind and personhood, an impact that I feel is too often left unexamined by researchers involved in the biosciences. Neuroimaging research results seem particularly prone to dramatic misinterpretation and oversimplification, which is especially unfortunate given the very intimate human experiences under investigation and the high degree of public interest in the field. The scientific community as a whole does little to counter the growing public perception that new brain technologies are discovering very simple biological explanations for the most complex cognitive, social, and emotional human processes; I am perhaps particularly sensitized to the power of fMRI images and data reporting in furthering that misunderstanding. As I enter this discipline, the sciences' historical influence upon social conceptions of the human mind and body are of great interest to me – as is the view the scientific community takes of its role in shaping and informing current public discourse.

As a social neuroscientist whose primary investigative interests involve clinical populations, I am particularly intrigued by the biosciences' impact upon normative boundaries between “normal” and “pathological” behavior. Many of the children with autism spectrum disorders I work with, though they may display unusual social behaviors, would not have been considered impaired or in need of treatment even a decade ago. However, science's attempts to characterize the full spectrum of autism-related phenotypes have resulted in expanded diagnostic criteria, and we now view those same behaviors through the lens of an autism label. I am fascinated by the process by which conceptions of “disorder” develop, and by the influence that clinical labels have on our interpretation of human action and personality. The role that biotechnologies like genetics, neuroimaging, and biology play in investing psychiatric labels with such authority is of particular interest.

Although the United States is currently experiencing a groundswell of interest in bioethics – and, more recently, in the nascent and more academically narrow field of “neuroethics” – broader academic resources for the interdisciplinary study of the history and impact of scientific technology are rare. I believe that the LSE program in Biomedicine, Bioscience, and Society could provide more fulfilling and diverse opportunities for my Masters studies than could any of the American programs available to me. The neuroscience and bioethics-related focus of Dr. Franklin and Dr. Rose's Core Seminar is especially exciting given my academic background and interests, but I am also enthused about the supplementary course work available – particularly on the philosophy of the social sciences, cultural constructions of the body, and pharmaceutical economics. All of these research opportunities have a great deal to offer a future clinician and neuroscientist, and I know that I could profit enormously from their influence.

Given the accelerated pacing and significant writing requirements of the program, I understand that study with the BIOS program will not be easy. However, I am confident that I can thrive in the interdisciplinary academic environment it offers. Throughout my academic career, my colleagues and supervisors have found me an engaged and adaptive scholar who synthesizes complex material with ease. Although research is always challenging, academic writing is very rewarding for me; I relish the opportunity it offers to deeply engage with material, and consider my analytic skills a particular strength. I have gained experience in a wide variety of research areas in psychology, but I feel the practical experience in neuroimaging presents a particular asset given the relevance of the technology for current social study of the sciences. I look forward to bringing that experience to bear as I investigate the controversies of the biosciences.

The chance the BOIS program offers to ground my examination of biological technology's impact upon society in a long-ranging historical framework, coupled with the opportunity to inform my research with study of such varied disciplines as anthropology, economics, philosophy, and law, makes it an ideal fit for my academic interests and career goals. I would be honored to continue my education under the aegis of your program.

Thank you for your consideration,
Jane Doe

Sample #2 (used with permission)

Personal Statement

Though I entered college intending to pursue a degree in literature and writing, I quickly discovered that my true passion lay in the field of psychology. I loved learning theories of human motivations, behaviors and cognitions, and applying them to the world around me. I have always been an observant, analytical individual, and my psychology courses at Kalamazoo College gave me the necessary tools to broaden my perceptions and insight. I was also drawn to the multi-faceted, constantly evolving nature of psychology. For every behavioral phenomenon, there are multiple, sometimes contradictory, explanations; research into these phenomena informs our understanding and application of psychological concepts and spawns new theories for empirical testing. I am passionate about engaging in this vibrant community of dedicated investigators and practitioners. It was also during college that I became invested in women's issues, including gender dynamics in educational settings, as well as women's leadership and communication styles, which led me to complete a concentration in women's studies. I believe my passions for understanding the individual, creating and sharing knowledge in a professional community, and investigating women's unique experience of the world may best be pursued in the field of Counseling Psychology.

My studies at Kalamazoo College provided me with a strong background in psychological theory, research methods, and clinical application. An interviewing and narrative analysis class really piqued my interest, and this fascination with self-presentation led me to choose a narrative research topic for my senior thesis. I conducted independent field research, interviewing female exotic dancers, and analyzed their identity constructions using social-role theory as well as theories of narrative resistance and emotional labor. Conducting this research, I developed excellent rapport-building and interviewing tactics. Additionally, this thesis allowed me to analyze sexuality and power from a unique female perspective, giving the women I interviewed a voice largely silenced in previous literature. I received honors on my thesis, as well as honors in psychology.

Rather than continue on to graduate school immediately, I pursued clinical experience with drug-abusing, emotionally disturbed teenagers at a wilderness therapy program. As a senior field instructor for Aspen Achievement Academy, I worked with a staff team to implement intervention strategies with students aimed at behavioral modification, empowerment, more effective communication, and greater self-understanding. I also worked with parents in this capacity, offering insight into their child's problem behaviors and emotional turmoil in a family context. I found this clinical work incredibly inspiring and personally fulfilling; it was a true privilege and a constant challenge to create a supportive environment wherein I could confront students with their thinking errors or ineffective coping strategies and stand by them as they made self-discoveries. While at Aspen Academy, I received training in motivational interviewing, dialectical behavior therapy and cognitive therapy, as well as group management, conflict resolution, and de-escalation strategies. I also developed the creative problem-solving techniques, flexibility and openness essential to managing staff and students in the wilderness.

I could not have done this type of work without engaging in my own personal and professional growth; teaching effective coping skills in an unpredictable, uncontrollable environment required me to possess those skills and role-model them for my students. Towards this goal, Aspen Academy requires field instructors to engage in weekly feedback sessions. I value this culture of honesty and helping one another to become more personally insightful and more effective professionals. I began teaching these skills to future instructors on three staff trainings, and subsequently mentoring new staff in the field. I am deeply passionate about my work at Aspen Academy, both professionally as a counselor and mentor for adolescents and staff, and personally as a life-changing experience.

Following three years of clinical work, I pursued more extensive experience in empirical research at the Behavioral Psychopharmacology Research Laboratory at McLean Hospital. There I primarily worked on three addiction studies: a treatment-focused fMRI study testing the effectiveness of injectable naltrexone on alcohol-dependent individuals, an inpatient study of the effectiveness of electroacupuncture on opiate dependence, and an fMRI study investigating impulsivity and brain functioning in HIV positive individuals with and without cocaine dependence. I gained skills in recruitment, clinical interviewing, subject follow-up, phlebotomy and data management. I also received training in behavioral research design, including fMRI and laboratory research. With guidance from the principal investigator, I have assisted in data analysis and co-authored one conference presentation to date. I will likely co-author several more presentations and publications related to these three studies in the near future.

I am committed to pursuing a career in counseling psychology as a scientist-practitioner. Foremost, I endeavor to advance psychological science in innovative and unique ways. Concurrently, I seek to expand my clinical repertoire to gain the skills necessary to become an effective therapist. I aspire to meet these goals with enthusiasm and a never-ending engagement in personal and professional growth. Specifically, my interests lie in identity formation including narrative self-presentation, and in intervention and treatment techniques for high-risk adolescents and families. I am also particularly interested in women's issues, including domestic violence and sexual abuse, though I have not yet had an opportunity to pursue these interests in a clinical or research setting.

(Insert paragraph on specific faculty members at each university with whom I would enjoy working.)

As a student at (university), I would bring a rigorous academic background, experience in research and clinical settings, a strong work ethic, and, above all, a passionate desire to learn and contribute to the Counseling Psychology program.

Sample Academic Resume (Feel free to use this as your template)

Jane Doe

Curriculum Vitae

College Address: 65 Hicks Center
Kalamazoo, MI 49006

Home Address: 456 William James Rd.
Boston, MA

Telephone: (269) 887-5873

Email: janedoe@kzoo.edu

EDUCATION

Kalamazoo College, Kalamazoo, MI
2001 – Present, GPA: 3.5/4.0 Psychology GPA: 3.0/4.0
B.A. in Psychology with a Minor in English Literature, June 2004

Honors Thesis: Complex Emotion Recognition and Theory of Mind: Pride Comprehension in Individuals with Autistic Spectrum Disorders

CLINICAL TRAINING/EXPERIENCE

Clinical Intern
September 2002 – December 2002

Psychiatric Medical Care Unit, Hahnemann University Hospital,
Philadelphia, PA

Description: Conducted and scored semi-structured clinical interviews (Brief Psychiatric Rating Scale); obtained demographic information; recruited subjects; and observed treatment sessions with psychotic patients on hospital psychiatric inpatient unit for a study on the effectiveness of Acceptance and Commitment Therapy.

Supervisors: Brandon Gaudiano, M.A.; David Kalal, Ph.D.

Clinical Intern
September 2002 – December 2002

Social Anxiety Treatment Program, Department of Psychology, Drexel
University, Philadelphia, PA

Description: Observed and conducted clinical interviews; screened prospective clients; participated in behavioral assessments; and participated in professional conferences and training sessions.

Supervisor: James D. Herbert, Ph.D.

RESEARCH CONFERENCE PRESENTATIONS

Boatwright, K., Davis, J., Cavanaugh, A., Bauer, K., Pothoff, A., Keegan, K., & Finan, C. (February, 2010). *Connectedness needs as a predictor of gender differences in student responses to feminist pedagogical strategies*. Symposium at the Association of Women in Psychology National Conference, Portland, OR.

*Boatwright, K., Brainerd, R., McAlpine, Nestor, S., Bauer, K., Ulrey, L., Keegan, K., Pothoff, A., & Myers, H. (March, 2009). *Changes in college women's conceptualizations of leadership*. Poster presentation at the Association of Women in Psychology National Conference, Newport, RI

RESEARCH EXPERIENCE

Research Assistant
August 2004 – July 2005

Child Study Center, Yale University, New Haven, CT

Description:

Collected fmri data – analyzed FMRI data

Designed and created Eprime experiments

Weekly lab meetings and talks

Coordinated eye tracking and fmri data for amygdala studies

Face perception

Research Program Director
January 2003 – August 2004

Women's Leadership Research Center, Department of Psychology,
Kalamazoo College, Kalamazoo, MI

Description: Work in collaboration with research team to design and refine qualitative and quantitative longitudinal research projects; prepare grant proposals, funding requests, and conference (APA) proposals; edit manuscripts for publication; conduct and transcribe qualitative interviews; maintain participant database; conduct literature searches; co-chair weekly research group meetings; code, enter, & analyze data; present results at professional conferences.
Supervisor: Karyn J. Boatwright, Ph.D.

Research Assistant
June 2003 – September 2003
June 2004 – August 2004

Center for Human Growth and Development, University of Michigan,
Ann Arbor, MI

Description: Operated 128-channel data acquisition system for an ERP study on the neural correlates of theory of mind ability; created ERP lab training manual; recruited and tested children ages 3 ½ to 5 ½ for a study on deontic reasoning and its relation to theory of mind; organized preliminary data analysis; coded video tapes for preschool social behavior; and worked collaboratively to refine experimental designs.
Supervisor: Henry Wellman, Ph.D.

OTHER RELATED EXPERIENCE

Co-President
September 2003-June 2004

Service Learning House, Kalamazoo College,
Kalamazoo, MI

Description: Organized service learning projects and educational programming for the Kalamazoo college student body and Kalamazoo community at large; developed relationships between Kalamazoo College and various local organizations and groups, such as Woodward Elementary School and the Kalamazoo Autism Society; maintained communication between the service-learning house and Kalamazoo College administration; and participated in several ongoing and one-time volunteer events each quarter.

Teaching Assistant
January 2002 – June 2002
January 2004 – March 2004

Department of Psychology, Kalamazoo College, Kalamazoo, MI

Description: Taught and assisted students in General Psychology courses; served as a peer resource regarding course assignments and department expectations; planned and facilitated intensive discussion groups of 6-10 students; proctored and grade tests.
Supervisors: Karyn J. Boatwright, Ph.D.; Robert Batsell Jr., Ph. D.

Student Tutor/Service Learning
March 2002 – June 2002

Kalamazoo Public Schools, Woodward School for Science and
Technology, Kalamazoo, MI

Description: Planned and executed weekly tutoring sessions for elementary school students with behavioral and social problems. Helped develop and improve students' academic and social skill while providing mentoring and positive support.
Supervisor: Sherria Alexander, M.A.

Advice from alums: Things to consider when thinking about your future plans.

Students in the major who want to actually become a licensed psychologist (and work directly with people in private practice or hospital settings) should plan to go on for their Ph.D or MSW. The same goes for those interested in teaching on a collegiate level and independent research, the BLS states, though junior-level research positions are sometimes open to those with a master's degree.

The prospects for remaining in the field armed only with an undergraduate degree, however, are less than encouraging.

"Very few job opportunities directly related to psychology will exist for bachelor's degree holders," the bureau states. "Some may find jobs as assistants in rehabilitation centers, or in other jobs involving data collection and analysis. Those who meet state certification requirements may become high school psychology teachers."

But don't despair. Most bachelor's degree-holders branch out into other occupations anyway.

According to The College Majors Handbook, published by JIST Works, Inc., fewer than 25 percent of undergraduate-level psychology majors work in jobs that are closely related to their field of study. Many work, for example, work in fields that are only marginally related to psychology, including marketing research, social work, labor relations or management and productivity improvement. "They may work as research or administrative assistants or become sales or management trainees in business," the BLS states.

Fully 50 percent of psychology graduates work for businesses and for-profit corporations, the Handbook notes. Another 16 percent work for the government, 14 percent work for educational institutions and 13 percent are self-employed. The remaining 9 percent work in the private, nonprofit sector including charitable organizations.

"A psychology degree can work in any type of job where you are working with people," said Kambi Meier, 26, a 1998 graduate of Arizona State University. "What intrigued me about psychology is that it was the study of human behavior and organizational behavior and that's what it's all about."

Meier, who now works as a communications specialist for a leading financial services firm, said she expects to return for a higher degree in something unrelated to psychology someday in the future. But she stressed her job opportunities don't depend on it.

"Psychology absolutely helped me in understanding people and how they interact," she said. "It's come into play with what I do now."

The job market for psychologists is expected to grow 10 percent to 20 percent through 2008, about as fast as the national average for all occupations, according to government data (especially in health psychology).

But the market for social workers, a common employment outlet for psychology majors, is expected to grow much faster at 36 percent or more during the same time period. Demand in the field is largely being driven by the aging population, which requires more mental and physical assistance. (Note: Higher degrees in social work, as well, are increasingly the norm.)

Salaries for those trained in psychology vary dramatically depending on the job title, geographic location and level of education.

Moving beyond starting salaries, however, the Handbook reports that psych graduates with only a bachelor's degree earn roughly \$44,600 a year, a level that is 9 percent lower than the average for all college grads. Those who work in management and senior-level administrative positions earn the most, at \$58,000 per year, followed by those employed under the broad category of insurance, securities, real estate and business services who earn an average of \$56,000. Social workers and administrative record clerks earn the least at close to \$30,000 per year.

"I'd say you can do anything you want to do with a psychology degree," Brewer said. "We do alumni surveys of our undergraduates and I can tell you that there are firemen, marketing directors, ministers, teachers, pilots and business executives."

Psych majors, he added, are especially well positioned in the job market because they are trained to think critically and creatively and are skilled in communications.

"That's why psychology majors are so versatile," Brewer said. "Those are the same skills that you'll need as a business executive, architect, librarian or social worker. There are not many jobs that require skills that psychology majors don't have."

Not Ready to attend Graduate School? Here is some advice from K Alums

- “These past few years have been a period of self discovery - I started painting, something I never thought I would have enjoyed, and I have been working at a childhood eating behavior and obesity study at the University of Michigan. I am writing to you because I am finally feeling ready to apply to graduate school again (after taking a significant amount of time off of school). I've come to realize I was fully ready back in 2012, but I feel prepared now.”
- “There are tons of AmeriCorps programs all over the US doing all kinds of jobs. AmeriCorps is a great option because they freeze student loans for the 10 months you work for them.”
- Move to Chicago! It’s a great learning experience and there will likely be a lot of people you know in the area.”
- “Talk to K alums about what they did to get ideas and connections.”
- “Take a year off, get a mindless job (or serious one) to let your mind rest for a while and take a little time to learn a thing or two about yourself that you didn’t have time for while in school!”

Employment with a B.A. in Psychology

Do I have to go into a psychology field following graduation?

NEW YORK (CNN) - Psychology degrees have long been viewed as a proving ground of sorts for higher education. It's no wonder. With more than 40 percent of undergraduates in the field eventually going on to law school, business school or some other professional program, the social sciences major ranks among the highest in post-graduate academic attainment.

But what about job prospects for those with only a bachelor's degree?

This college professor insists that opportunities in both the public and private sector abound. And, he says, the perception that a psychology degree is best used as an educational stepping stone is giving college students the wrong idea.

"A lot of people think that in order to do anything with a degree in psychology you must get a Ph.D and become a psychologist," said Charles Brewer, a psychology professor at Furman University in Greenville, S.C. "Most parents, even if they are professionals in their own right, don't understand what opportunities are open to psych majors." Brewer notes the vast majority of his former students have found successful careers "in almost anything you can name" and he stressed the greatest advantage of a psychology degree is its "flexibility and adaptability."

Jobs for Psychology Majors with a bachelor's degree in psychology

1. Top- and mid-level managers, executives, administrators
2. Sales occupations, including retail
3. Social workers
4. Other management-related occupations
5. Personnel, training, labor-relations specialists
6. Other administrative (record clerks, telephone operators)
7. Insurance, securities, real estate, business services
8. Other marketing and sales occupations
9. Registered nurses, pharmacists, therapists, physician's assistants
10. Accountants, auditors, other financial specialists
11. Advertising Executive
12. Child Welfare Case Worker
13. Agency Counselor
14. Cognitive Psychologist
15. Wilderness Program Therapist
16. Boarding School Staff
17. College Admissions Program
18. Educational/Political Fund Raising
19. Employment Counselor
20. Career Counselor
21. FBI Agent
22. CIA Agent
23. Human Resources Specialist
24. Insurance Sales & Claims Rep
25. Medical Sales Representative
26. Mental Health Assistant
27. Health Care Counselor
28. Probation/Parole Officer
29. Public Relations Specialist
30. Mental Health Counselor

Jobs K Alums Have Obtained With Their B.A. Degrees

C. Finan '11, U of M Research Lab

E. Yeagley, '05, Kalamazoo College Admissions Department: Admissions counselor Primary task: Recruit prospective students.

A. R. '10 : Child and adolescent case manager for the Community Mental Health Center in South Bend, Indiana

Katie: I live in New Orleans now and absolutely love it. With my Teach for America experience and B.A., I am a Director of Special Education at a public elementary school down here. I have big dreams about someday starting an organization for women and by women which focuses on prenatal health and care in some of New Orleans most impoverished communities.

Phil: "I worked as an advocacy consultant with the Open Society Foundation providing strategic support for grassroots organizations and founded the CORE Program, uniting coalitions of ethnic youth from Burma in community organizing and evaluation work. Since March, I've been working as a field manager on the Fight for Fifteen Campaign, creating an economic justice movement and new union for restaurant, retail and fast food workers in downtown Chicago. I've also been a trainer and board member with the Young People For program for youth activists from across the country. I've been participating in career development programs including: a certificate program in Non-Violent Conflict from the Fletcher Institute, a certification in Social Justice Training from Trainers for Change, and anti-oppression training and curriculum support work from International Women's Partnership for Peace & Justice."

Wilderness Program Counselor

Many psych majors enjoy working in a wilderness therapy program after college graduation. Jess Eldridge, 04' alum had an excellent experience with the Aspen Wilderness program.

Refugee Foster Care Caseworker (approximately 20 clients on her caseload; 40 hrs. week; Bethany Christian Services, Grand Rapids; in 2012 entered Doctoral program in Clinical Psychology)

AmeriCorps

I am currently serving with the National Health Corps in Philadelphia. I work as a 'health and benefits' advocate at a health center in southwest Philly, which mostly means that I've been signing up individuals for health insurance and learning as much as possible about the affordable care act.

Law degree

I am in the process of finishing up my MSW. I graduate in December (yay!!!). I am still working predominantly in educational advocacy in the Ypsilanti and Willow Run School Public Schools, though I do have a small intensive in home family preservation case load. A lot of my focus there has been to get children of families I work with enrolled in Early On or Head Start as well as ensuring mothers are receiving appropriate mental health and substance abuse services and following through on appointments. I've been sitting on the Washtenaw Youth Aging Out Collaborative, which works to provide multi and inter-disciplinary services to Washtenaw County Youth aging out of the foster care system. This time I am applying to schools in New York, New York Law School, Brooklyn Law School, and CUNY Law School. These schools are a great fit for me as each has a good public interest law and criminal law program.

Non-profit Assistant Research Project Coordinator

I am working for a company called SARC (Sarcoma Alliance for Research Through Collaboration), which is a non-profit organization dedicated to the development and support of clinical trial research for the prevention, treatment and cure of sarcomas (a cancer of the bone and connective tissue). My current position is "Assistant Research Project Coordinator." We currently have four clinical trials that are enrolling patients, and two more that we are winding down. My main job is to work with hospital sites to activate and prepare them to participate in our clinical trials. This includes collecting regulatory documents, reviewing Informed Consents, executing contracts, and helping sites obtain IRB approval. Another main part of my job is reporting SAE's (serious adverse events) to the FDA, and monitoring the site and the data to make sure that everything runs smoothly. This means that I am involved with verifying and organizing clinical trial databases. Another advantage of this job is that there are conferences year round, so there are plenty of opportunities to travel both nationally and internationally if you are interested! Overall, it is an interesting job that encompasses a lot of different duties, so I am not stuck doing the same thing all day.

Autism Specialist: I'm working part-time as an Autism Specialist for a non-profit organization. My direct supervisor is actually a K grad so it's be great just being able to work with her! I do everything from running social skills groups for kids with Asperger syndrome to coordinating a biomedical support group, educating families about some of the biomedical treatments that their child may benefit from. My SIP has been increasingly helpful in that sector! Besides working, I took a number of science classes at Oakland University this past semester. I'm still really interested in health promotion and disease prevention, and have actually started investigating health psychology programs as well as public health programs.

Rehabilitation Associate: Since graduation, I've been working as a Rehabilitation Associate with Ann Arbor Rehabilitation Centers, which specializes in Traumatic Brain Injury, and I recently earned my Brain Injury Specialist certification. Many of our clients suffer from emotional disturbances, increased irritability, and anger due to their injury.

Women's health clinic assistant: I started working as a clinic assistant at a women's health clinic in February. I forgot how alive I feel when I'm working with a bunch of strong, wise women for a great cause. It was the first place to offer abortions in Colorado and is one of the only nonprofit/title 10 clinics in America. Almost all of our services slide to zero based on income (even better than Planned Parenthood!). AND I just participated in a research study looking at a woman's mood impacts attention, memory, and cognitive ability. It was really interesting! And they're going to have a DNA component pretty soon too. Will be interesting to see the results! Working on a research team taught me the importance of volunteering for research ESPECIALLY when it's adding to research about women!

Working with Dolphins and in a Rehabilitation Clinic: After graduation I started a dolphin-assisted therapy internship, taking photographs or composed notes to record each child's experiences during their classroom and water sessions, and toward the end of my internship, I was given more hands-on experience with some of the kids. While I was there, I started talking with another intern about her work as an Occupational Therapist back home in Australia. Although the therapists at Island Dolphin Care were not certified OTs, the type of work they would do with the children during their sessions was very similar to what an OT might do with a child (e.g., sensory integration, handwriting skills). So I made the decision by the end of my internship that Occupational Therapy was the career path I wanted to take in the future. I've done some preliminary research on some of the top OT programs in the US, but I have a strong desire to do some more traveling before I settle down into a grad program, so I'm not sure exactly when I'll be applying for grad school. I'm just happy to know that I know what type of program I want to do, because I had NO idea where I wanted to go when graduation came around last spring. In the meantime, I started working at a company called Rainbow Rehabilitation Centers as a full-time rehabilitation assistant for adults with brain and/or spinal cord injury.

Working in International law (focus on Spain) Financial Times

I was accepted to Michigan State University to study law and obtain my juris doctorate. Three-quarters through the first semester I was hooked and wanted more. The intricacies, delicacies and inescapable relevance of the law and business in our world fascinated me. As a result, I applied and was accepted to the MBA programme at Michigan State as well.

After graduating from both and passing the Arizona State Bar exam, I decided I should put my money where my mouth was. I spent time working and travelling in Asia, Europe and South America to experience firsthand our global infrastructure and the interdependence connecting us all.

After witnessing the effects of the economic crisis in Argentina less than a decade ago, I realised that by thinking outside the box, one is able to turn a seemingly negative phenomenon into an advantageous situation. I decided I needed and wanted to learn more about the international real estate market and the individual and collective laws governing transactions and financing; hence, my application to IE's LLM in International Legal Practice.

Employment in the State of Michigan and Kalamazoo, MI With a BA in psychology

Websites to help explore job openings in the Kalamazoo area:

- <http://reason.kzoo.edu/ccd/>
- (The Center for Career and Professional Development workers often help you meet with Alums who work in your area; these alums can be very helpful when searching for employment opportunities in Kalamazoo as well as locations around the country.)
- www.psychtemps.com
- <https://reason.kzoo.edu/hr/employ/>
- www.careermatrix.com
- www.monster.com
- www.idealists.org
- <http://kpl.gov/ONEplace/>
- <http://michiganworkskalamazoo.org/>
- <http://www.wmich.edu/career>

COMSTOCK COMMUNITY CENTER

6330 King Hwy.,
Kalamazoo, MI 49048
269-345-8556

Website: www.comstockcc.com

Programs include: services for individuals and children ages 6 weeks to adulthood, emergency assistance, food pantry, youth and children services, high quality pre-school, before and after school programs, Summer Fun programs for 6-12 year olds and child day care. Adult activities, travel, information referral and assistance.

DOUGLASS COMMUNITY ASSOCIATION

1000 W. Paterson St.,
Kalamazoo Township, MI 49007
269-343-6185

Website: www.douglasscommunity.org

Youth and adult educational and recreational activities; home painting and repairs for low income senior citizens; Advancement Services for Parents and Children helps parents during the important early years of a child's life to ensure that all children are prepared for success in school and in life; mental health and substance abuse counseling services; assessments; outpatient therapy; case management; and groups for adults and children. Hosts many other educational human service programs.

EPILEPSY FOUNDATION OF MICHIGAN

20300 Civic Center Dr., Ste. 250
Southfield, 48076-4154
1-800-377-6226

Website: www.epilepsymichigan.org

The Epilepsy Foundation of Michigan provides education & consultation services, public awareness, a summer camp for kids, monthly educational conference calls, an annual conference, support services and advocacy for people with epilepsy, their families, and the public.

FAIR HOUSING CENTER OF SW MI

410 E. Michigan Ave.,
Kalamazoo, MI 49007
269-276-9100

Website: www.fhcwm.org

The Fair Housing Center works to ensure equal housing opportunities for residents regardless of race, color, national origin, gender, disability, familial status, religion, age or marital status in Southwest Michigan. Services include: investigation complaints based on discrimination; obtaining evidence through enforcement activities; training housing providers, real estate professionals, bankers and mortgage brokers on fair housing laws, and holding conferences to increase the community's knowledge of fair housing laws.

FAMILY & CHILDREN SERVICES

1608 Lake St., Kalamazoo, MI 49001
269-344-0202
778 W. Columbia Ave., Battle Creek, MI 49015
269-965-3247

Website: www.fcsource.org

Child Welfare, Behavioral Healthcare, including Outpatient and Home-Based Services, Mobile Crisis Response, Case Management, Youth Development and Respite Services. Primary service sites in Kalamazoo and Calhoun counties.

FAMILY HEALTH CENTER

117 W. Patterson St.,
Kalamazoo, MI 49001
269-349-2641

Website: www.fhckzoo.com

The mission of the Family Health Center is to ensure quality health care with dignity for all of Kalamazoo County. All 7 sites around Kalamazoo County, the Family Health Center provides excellent health care to anyone who walks through the doors, regardless of their income level or insurance benefits. Board-certified physicians are specialist in family medicine, internal medicine, pediatrics, obstetrics/gynecology and dental care. Mid-level providers at several sites allow accommodation of acute and same-day appointments to avoid overuse of emergency rooms. Services include: medical, dental, behavioral health and a pharmacy.

HOSPICE CARE OF SW MI

222 North Kalamazoo Mall, Ste. 100,
Kalamazoo, MI 49007
345-0273

Website: www.hospicewmi.org

Care for individuals of any age in the advanced stages of illness. Services for the client and family provided by a team of physicians, nurses, hospice aides, social workers, chaplains, volunteers and grief support counselors. Community grief support programs for adults, children, and teens at no charge. Care in the client's home, in nursing facilities or Rose Arbor Hospice Residence, which provides 24 hour residential and in-patient care in 18 private rooms. Adult Day Services at Oakland Centre serves adults 60 years and older who need assistance or supervision during the day. On-going caregiver support is offered to the community at no charge.

INTERACT OF MICHIGAN

610 S. Burdick St.,
Kalamazoo, MI 49007
269-381-3700

Website: www.interactmich.org

InterAct serves individuals whose lives have been affected by the complex symptoms of mental illness and co-occurring substance use problems. Last year InterAct served over 1,600 people; delivered 112,000 face-to-face service contacts; increased job placements, independent living, and reduced the need for psychiatric hospitalizations. Our strategy for success is using treatments that have been researched and proved effective. People served by InterAct report high levels of satisfaction as we work with them to build hope and wellness in their lives.

KALAMAZOO DEACONS CONFERENCE

1010 N. Westnedge Ave.,
Kalamazoo, MI 49007
269-344-733

Website: www.kzoodc.org

The Kalamazoo Deacons Conference is a faith based organization that seeks to share Christ's love with people in need tangibly through clothing, furniture, household items, personal care items and emergency financial assistance. Although we take great joy in sharing our beliefs and encouraging those who have not found the Lord, KDC does not discriminate on the bases of race, color, sex, age, national origin, marital status, handicap or religious preference in regard to the services our guest receive.

KALAMAZOO VALLEY HABITAT FOR HUMANITY

525 E. Kalamazoo Ave.,
Kalamazoo, MI 49007
269-344-2443

Website: www.habitatkalamazoo.org

Kalamazoo Valley Habitat for Humanity works in partnership with qualified low-income families to help them build and buy simple, decent, affordable homes. Habitat sells these homes without profit and provides no interest mortgages to our home buyer families who invest sweat equity in the process. Community Volunteers and supporters join us in support of Habitat's mission. We have worked with 187 Local families since we began in 1983. Beginning this year we are embracing a new Neighborhood Revitalization Initiative, a collaborative effort to rebuild our community. While we will continue to build new homes and extensively renovate existing homes, NRI will add 3 components to the mix which will provide major repairs, weatherization and exterior improvements to qualified, low-income homeowners in focused neighborhoods.

MICHIGAN COUNCIL ON CRIME AND DELINQUENCY

1115 S. Pennsylvania Ave, Ste. 201
Lansing, MI 48912
517-482-4161

Website: www.miccd.org

Provides communities throughout the greater Kalamazoo Area with research, education, program development and technical assistance in preventing crime and violence.

MINISTRY WITH COMMUNITY

440 N. Church,
Kalamazoo, MI 49007
269-343-6073

Website: www.ministrywithcommunity.org

Welcomes and serves any adults struggling with homelessness, poverty, mental illness and substance abuse in an atmosphere of dignity, hope and unconditional acceptance. The daytime resource center and shelter is open 365 days-year and serves two hot nutritious meals per day, provides showers, laundry, haircuts, telephones, mail service, help with birth certificate/I.D., job transportation. Social workers provide counseling & referrals, as well as life skills education and computer training.

MRC INDUSTRIES, INC

2538 South 26th St.
Kalamazoo, MI 49048
269-343-0747

Website: www.mrcindustries.org

Offers work & community integration services for youth & adults who have a developmental disability, mental illness, or traumatic brain injury. Skill building and employment for people recovering from mental illness is provided through **McKercher**, 2538 South 26th St. (343-0747). Psychosocial rehabilitation and employment for people recovering from mental illness is provided through **Pathways**, 119 W. Vine (342-0173). Case management for people recovering from mental illness is provided through **BridgeWays**, 1606 S. Burdick, Kalamazoo, MI 49001 (269-552-3440).

PRETTY LAKE VACATION CAMP

9123 Q Ave.,
Mattawan, MI 49071
269-375-1950

Website: www.prettylakecamp.org/

Pretty Lake Camp was founded in 1916 and has offered totally free summer camp programs to the at-risk youth of the greater Kalamazoo Area. No child pays to attend our camp and no child needs to bring anything when they come to camp. Everything – from clothing to bedding to toothbrushes and even transportation to/from camp- is provided – at no cost. We strive to remove barriers that prevent children from being able to attend or afford summer camps programs. At our Adventure Centre we have more than 5,000 people-from children to adults, from school groups to corporate groups- participate in year round team-building, leadership training and social emotional challenges and learning.

PREVENTION WORKS

611 Whitcomb St.,
Kalamazoo, MI 49008
269-388-4200

Website: www.prevention-works.org

The mission of Prevention Works is to build stronger communities by providing comprehensive health education services to youth and families. Prevention Works prides itself on its core values which are: prevention of high risk behaviors, youth and family empowerment, health promotion through education, community resource collaboration, stewardship and proven programmatic excellence. Prevention Works develops and delivers research-based prevention education programs that encourage young people and families to make wise decisions and live healthy lives.

S.A.F.E. PLACE

P O Box 199,
Battle Creek, MI 49016
269-965-6093

Website: www.safeplaceshelter.org

S.A.F.E. Place is committed to helping victims of domestic violence and their families by: providing quality shelter and crisis intervention services at no cost & advocating for safety as prescribed by law. S.A.F.E. Place is a comprehensive service organization for domestic violence victims and their children

providing shelter, counseling, meals, outreach, and education, legal advocacy, and 24 hour hotline. The organization provides lifesaving services to all victims free of charge 24 hours a day/365 days a year.

THE SALVATION ARMY

1700 S. Burdick St.,
Kalamazoo, MI 49001
269-344-6119

Website: www.TSAKALAMAZOO.org

Provides emergency financial assistance to individuals in Kalamazoo County for utilities, food, clothing, etc. Operates the clearinghouse for Christmas assistance and distributes toy, food and winter coats. Offers luncheon club for seniors; scouting activities for boys and girls; and basketball leagues for youth and adults.

SENIOR SERVICES, INC.

918 Jasper St.,
Kalamazoo, MI 49001
269-382-0515

Website: www.Seniorservices1.org

Senior Services, Inc., helps older adults and those with disabilities stay as independent as possible as long as possible by providing critical services through over 20 programs such as Meals on Wheels, Home Care, Volunteer Programs, MI Choice Medicaid Waiver, Emergency Home Repair, Behavioral Health Care, Nursing Facility Review, Information and Referrals.

SOUTH COUNTY COMMUNITY SERVICES

101 S. Main St.,
Vicksburg, MI 49097
269-649-2901

Website: www.southcountycs.us

Programming includes: emergency assistance, pantry assistance, youth summer recreation program, programs for adults with disabilities, back to school program, senior activities and assistance, Christmas holiday assistance programs, information and referral and hosted agency program. Service areas include Schoolcraft Village, Vicksburg Village, Climax, Scotts, Brady, Wakeshma, Prairie Ronde, Pavilion and Schoolcraft Townships.

SUBSTANCE ABUSE COUNCIL

140 W. Michigan Ave,
Battle Creek, MI 49017
269-968-4699

Website: www.drugfreebc.org

For 26 years, the Substance Abuse Council has implemented best practice substance abuse prevention and programming for youth and families; formed committees and task forces to address emerging issues and specific challenges, and provided youth driven prevention projects. A nationally recognized coalition, the purpose of the Substance Abuse Council (SAC) is to achieve greater community health through the reduction and prevention of substance abuse. Realizing this purpose of achieving greater community health is made possible with collaborative partnerships amongst schools, youth and religious organizations, healthcare, government agencies and law enforcement, media, local businesses, community organizations, foundations; parents and youth.

VOLUNTEER KALAMAZOO

3901 Emerald Dr. Ste. A.,
Kalamazoo, MI 49001
269-382-8350

Website: www.volunteerkalamazoo.org

Builds capacity for effective local volunteering by providing volunteer management and broad training/consulting to nonprofit organizations; connects people with opportunities to volunteer through year-round and one-time events; and promotes volunteerism throughout our community by sponsoring youth and group activities, as well as community-wide volunteer recognition events.

WEST MI TEAM

PO Box 68553,
Grand Rapids, MI 49516-8553
616-454-8738

Website: www.westmichiganteam.org

Established in 2007, West Michigan TEAM is a nonprofit organization pioneering breakthrough approaches to workforce development. We are recognized as the regional leader for fostering workforce innovation that promotes individual potential and helps drive organizational performance, which collectively enhances economic prosperity. We work to improve the lives of employees, increase business success, and optimize the effectiveness of government through our strategic partnerships in the public, private, and not-for-profit sectors. West Michigan TEAM works regionally to network employers, educators, public agencies and nonprofits to create a patchwork of support for low-wage workers and their families.

YMCA OF GREATER KALAMAZOO

1001 W. Maple St.,
Kalamazoo, MI 49008
269-345-9622

Website: www.kzooyymca.org

Every day, the Y strives to ensure that everyone—regardless of age, income and background—has the opportunity to learn, grow and thrive. The YMCA of Greater Kalamazoo uses charitable gifts to help individuals and families participate in programs like early learning, youth development, summer day camp, cancer survivor's support, water safety and swimming lessons. We encourage everyone in the community to join our cause. When we all pitch in and help our neighbors, we make a meaningful, enduring impact in the lives of children and families and ultimately, strengthen our community.

YWCA OF KALAMAZOO

353 E. Michigan Ave.,
Kalamazoo, MI 49007
269-345-5595

Website: www.ywcakalamazoo.org

The YWCA of Kalamazoo provides Kalamazoo County the only shelter and other services specifically designed for victims of domestic violence; services for adult sexual assault survivors including medical forensic exams in a non-hospital setting, supportive volunteers and counseling; one of few licensed and nationally accredited child care centers that offers tuition assistance and accepts government subsidies; and services to the community-at-large, focusing on racial justice and women's economic empowerment.

ARCUS (Social Justice Center)

402 E Michigan Ave
Kalamazoo, MI 49007
269-373-4373

www.arcusfoundation.org/

Visit their web page for job option

KALAMAZOO PROBATION ENHANCEMENT PROGRAM (KPEP)

519 S Park St
 Kalamazoo, MI 49007
 (269) 383-0444

Website: www.kpep.com/

Residential Service for the Sex Offender Program (SOP), Community Placement Transitional Housing programs.

Supervisors: John Karraker, Andelin Goolsby

COMMUNITY ACTION

Provides quality services, such as Early Head Start, senior transportation, meals, the Foster Grandparent Program, home rehab, and more.

175 Main St
 Battle Creek, MI 49014
 877.422.2726

Website: www.caascm.org

COMMUNITY ADVOCATES FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

The ARC of Calhoun County
 217 W. Hamblin Avenue
 Battle Creek, MI 49015
 269-966-2575
 1-800-400-2941

The mission is to build stronger communities where people with developmental disabilities are respected and fully included.

Website: www.thearcCalhoun.org

THE ARC COMMUNITY ADVOCATES

Mission of the Arc: We exist as an advocacy organization to make it possible for each person with a developmental disability to participate fully in all aspects of community and to support the effort of each individual to determine his/her own future.

Visit their web page for updated information on job postings. A typical position is as follows:

Individual and Family Advocate, \$17-20/hour

3901 Emerald Dr. Suite B,
 Kalamazoo, MI 49001
 269-342-9801

www.communityadvocates.org

THE MICHIGAN DEPARTMENT OF HUMAN SERVICES

Jobs in children's protective, foster care, adoption, juvenile and home licensing services (child welfare system) for college graduates. If interested, go to

Website: www.michigan.gov/dhsjobs

COMMUNITY HEALING CENTER: Provides full spectrum of services and outreach: Includes *Elizabeth Upjohn Community Healing Center* offers mental health outpatient psychological services; outpatient and intensive outpatient addiction treatment and prevention services for adolescents, health care professionals, dually diagnosed and families, early intervention for at-risk infants and children; consultation to schools, parenting groups, and treatment for child victims of sexual abuse; *Jim Gilmore Community Healing Center* (1910 Shaffer Street) offers addiction recovery services including detox, counseling, and residential treatment.

Website: www.communityhealingcenter.org for information about substance abuse tech positions or call at 269-382-9820

Offer detox services, short-term residential care, Women's program, counseling services for children, adults

KALAMAZOO COLLEGE, KVCC, WESTERN MICHIGAN UNIVERSITY OR DAVENPORT COLLEGE career or academic advisor positions (for job opportunities, check each college's website).

KALAMAZOO PSYCHIATRIC STATE HOSPITAL

1312 Oakland Dry,
Kalamazoo, MI 49008
269-337-3000

TURN TWO: DEREK JETER FOUNDATION

Psych alum, director D'Angelo Bailey '04

FAMILY AND CHILDREN SERVICES

Website: <http://www.fcsource.org/>

BA positions, e-mail the HR administrator at jans@fcsource. Example of a job at FCS: Respite worker: Family and Children Services, Kalamazoo, supervise and ensure security and wellbeing of young individuals with severe emotional disturbances and/or conduct disorders, facilitate individual and group interactions with program participants, one on one mentoring, document clinical support to case managers and administrative team

KALAMAZOO COUNTY JUVENILE HOME (Youth Specialist)

1424 Gull Road
Kalamazoo, MI 49048
269-385-8550

Website: <http://www.kalcounty.com/courts/kcjh/index.htm>

BOYS AND GIRLS CLUB OF GREATER KALAMAZOO

915 Lake Street,
Kalamazoo, MI
269- 349-4485

Provides positive programs and activities in five core program areas: Participating Arts; Health and Life Skills; Character & Leadership Development; Education and Career; Sports and Recreation.

Website: www.bgckalamazoo.org

CALHOUN COUNTY DEPT. OF PUBLIC HEALTH

315 West Green Street,
Marshall, MI 49068
269-781-0700

Promotes the community's total well-being through promotion of healthy lifestyles, protecting health, and preventing disease through preventative health, education, and preparedness services.

Website: <http://www.calhouncountymi.gov/employment/>

LAKESIDE TREATMENT CENTER (inpatient residential unit for adolescent males who have had behavioral/legal problems)

3921 Oakland Drive
Kalamazoo, MI 49008
269-381-4760

Website: <http://www.lakesideacademy.net/>

TENDERCARE - Social Service Coordinator: responsible for completing social histories and psychosocial assessment for residents that identify emotional and psychological needs. Participate in the development of a written, interdisciplinary plan of care, etc. Talk to Andre Wayne (andrejamarwayne@yahoo.com) or 269-323-0096 Andre. He has connections with an agency; tell him I said to contact him.

www.tendercarekalamazoo.com/

1701 S. Eleventh Street
Kalamazoo, MI 49009
269-375-2020

GRYPHON PLACE (provides telephone –hotline-counseling services and crisis intervention)

3245 South 8th Street
Kalamazoo, MI 49009
269-381-1510

Website: <http://www.gryphon.org>

DEPARTMENT OF HUMAN SERVICES/KALAMAZOO

Website: <http://www.michigan.gov/dhs>

HOMELIFE INC: Residential solutions for adults with challenging needs (developmental disabilities, schizophrenia, psychological disorders)

Website: <http://cliffordvanmeter.com/homelife/index.html>

Shift Supervisors: Supervises and trains direct care staff and monitors resident activities in accordance with home and program goals. Responsible for staffing, safety, and supervision of all residents on assigned shift. Responsible for programming, activities, documentation, and scheduled events on assigned shift.

Qualifications: Bachelor's degree or advanced education in social sciences preferred with at least one year in human service field, or education and 2 or more year's experience as a direct care staff. Demonstrated good leadership, management, organizational skills. Demonstrates ability to train and positively motivate other staff. Current certification or certifiable in first aid, CPR, and Crisis Intervention. Direct Care: General Description: Provides instruction, training, and personal assistance to residents. Assists with planning and implementing activities and programs to help residents achieve maximum independence, improve their pro-social behavior, and increase their quality of life in a homelike environment.

Required Qualifications: Must be 18 years of age or older. Possess a high school diploma or GED. Demonstrate good oral and written communication, organizational, and interpersonal skills. Possess a valid Michigan driver's license with good driving record. Pass criminal, driving, and Department of Social Service checks. Available to work assigned hours and assist with on-call assignments. Possess dependable transportation to work and means of communication (telephone). Successful completion of orientation and training. PREFERRED: Advanced education in social science preferred or education and one or more years' experience in serving special populations preferred. Certification in first aid, cardiopulmonary resuscitation, and crisis prevention intervention (training will be provided if not currently certified).

LUTHERAN SOCIAL SERVICES

1803 Whites Rd. Suite 5
Kalamazoo, MI 49008
269- 345-LSSM

Website: <http://www.lssm.org>

ROI: RESIDENTIAL OPPORTUNITIES, INC.

Mission: To support children and adults with disabilities and their families so that they may enjoy community and home and pursue health and independence.

1100 South Rose Street

Kalamazoo, MI 49001

(269) 343-3731

Website: www.ResidentialOpportunities.org

STARR COMMONWEALTH: (center for adolescent teens who have experienced psychological or social problems (go to online web page and find the link for available jobs such as “youth specialist.”)

13725 Starr Commonwealth Road

Albion, MI 49224

[1-800-837-5591](tel:1-800-837-5591)

Website: www.starr.org/

LIFE MINISTRY: (Director: Tammie McDonald); this nonprofit agency assists women find jobs, education and housing. This agency was started by Tammie who was homeless just a few years ago.

Website: <http://life-ministry.net> (link not working)

DISABILITY NETWORK SOUTHWEST MICHIGAN

517 East Crosstown Parkway

Kalamazoo, MI 49001

269-345-1516

Website: www.dnswm.org

Provides information and referral, advocacy, peer support, independent living supports systems, and a wide range of specialized educational and advocacy support for people of all disabilities and ages.

COMMUNITY HEALTHCARE CONNECTIONS

190 E. Michigan Ave. Suite 385

Battle Creek MI 49014

269-969-6494

Website: www.chcconnections.org

Nonprofit corporation whose mission is to connect uninsured and underinsured, vulnerable individuals to urgent medical care and basic health, navigation, referral and advocacy services.

KALAMAZOO YOUTH DEVELOPMENT NETWORK

<http://www.Kalamazoocity.org>

MCKERCHER REHABILITATION CENTER IN KALAMAZOO

1100 South Rose Street

Kalamazoo, MI 49001

269-343-3731

<http://www.residentialopportunities.org>

(brain injured people...they have a clinic and group homes); Senior Services (Kzoo)

LIVING WAYS INC

710 W Lovell St,

Kalamazoo, MI 49007

269-343-6355

Website: <http://goliath.ecnext.com/coms2/product-compint-0001232117-page.html> (link not working)

Work in residential independent living homes

MOP: THE MICHIGAN ORGANIZING PROJECT

930 Lake Street
 Kalamazoo, MI 49001
 269-344-1967

The Michigan Organizing Project equips congregations and other organizations to work for justice in their own community. What cannot be accomplished by one person or one congregation CAN be accomplished when we all work together. Most faith-based organizations have a strong tradition of charitable and service work; MOP offers a way for groups to work together to change the underlying causes of poverty and injustice. MOP is a nonprofit 501(c) 3 organization.

Website: <http://michorgproject.appspot.com/>

HOPE NETWORK

432 West Crosstown Parkway,
 Kalamazoo MI 49001
 269-552-9325

Runs a few group homes

Website: www.hopenetwork.org

KALAMAZOO COMMUNITY MENTAL HEALTH: jobs with developmental disabled adults and mentally ill adults (Jeff Patton is the director)

418 W. Kalamazoo Ave
 Kalamazoo, MI 49007
 269-373-6000
 3299 Gull Road
 Nazareth, MI 49074
 269-553-8000

Website: <http://www.kazoocmh.org>

KAIROS DWELLING: (home for the terminally ill, nonprofit)

Website: http://www.kalcounty.com/aaa/rg_supportiveservices.html

GIRLS IN THE WILD

Website: <http://www.redtentcommunity.org/>

Girls in the Wild is a rites of passage program whose mission is to empower adolescent girls through their transition into womanhood with the knowledge base, skills, and personal power to make conscious, informed decisions around their bodies, their relationships, and their life goals.

For job possibilities, contact director at dawn@redtentcommunity.org

BETHANY CHRISTIAN SERVICES

6687 Seeco Drive
 Kalamazoo, MI 49009-5970
 269-372-8800

Website: <http://www.bethany.org/kalamazoo>

BIG BROTHER/BIG SISTER

605 Howard Street
 Kalamazoo, MI 49008-1919
 269-964-7117

Website: <http://www.bbbscommunity.org/>

INTERFAITH HOMES-KALAMAZOO

269-345-1728

888-898-3001

email: BBBS@bbbscommunity.org**CARES (Community AIDS Resource & Education Services) OF SOUTHWEST MICHIGAN;**

provides free HIV testing and risk reduction counseling, medical case management, transportation assistance, housing assistance and support groups for people living with HIV.

629 Pioneer Street, Kalamazoo, MI 49008-1801 / 269.381.2437

Website: www.CARESswm.org**SEEK THE KINGDOM MINISTRIES:**

Located in the downtown Kalamazoo district: Employer = Barbara Allen who started this center to aid women develop computer skills, resume-writing and interviewing skills. Focus is on inner-city men and women seeking employment in Kalamazoo.

Website: <http://www.volunteermatch.org>

CATHOLIC FAMILY SERVICES: Serving people of all faiths; The **ARK** shelter for youth provides emergency housing and support services for homeless and runaway youth ages 10-17 and their families. Provides help with housing, education, and employment for youths 15021, helping them transition into independent adults: Caring Network helps pregnant women and teens deliver healthy babies and develop positive parenting and lifestyle behaviors. Bridges mental health counseling and provides affordable therapy to families and individuals of all ages. **Barage Manor,**

(<http://www.catholicfamilyservices.org/index.php/baraga-manor-adult-apartments-in-otsego>) provides safe and affordable housing for adults over 62.

Catholic Family Services

1819 Gull Road

Kalamazoo, MI 49048

269-381-9800

Website: <http://www.catholicfamilyservices.org>

- **The ARK Shelter Services** (Crisis Worker: approx. 7.50-9.00 per hour)
<http://www.catholicfamilyservices.org/employment.htm> 24/7 voluntary short-term (14-day maximum) crisis intervention shelter for youth ages 10-17 who are experiencing difficulties in their relationships or facing any variety of crises, including homelessness; Shauna (343-8765) is a really nice person to talk to at the ARK
- **Counseling Services:** On-site and outreach counseling provided to youth and families, including education, assessments, and referrals. 24-hour toll free crisis line: 1-800-873-TEEN. The goal is to successfully reunite and strengthen family relationships whenever possible or to assist with alternative living arrangements. Remote assessments available in all counties upon request. Please contact The ARK via our 24-hour toll-free telephone number 1-800-873-TEEN (8336).

GOODWILL OF SOUTHWEST MICHIGAN**Corporate Office**

420 E. Alcott
Kalamazoo, MI 49008

269-382-0490

For a list of human service jobs, go to their website: <http://www.goodwillswmi.org/employment-opportunities/>

Example of a job:

- Requirements: Previous training, counseling or similar experience-helping adults. Ability to read, write, analyze, interpret information, and communicate at the Bachelor of Arts level. Excellent organizational skills. Ability to maintain confidentiality of sensitive participant information. Ability to travel independently throughout the community.
- Duties: Provide basic information on successful methods of discovering employment opportunities; provide job leads through job development, information for filling out applications, developing a resume, interviewing skills.
- Goals: To provide supportive services and case management from enrollment to case closure. To provide accurate and timely documentation. Monitor program compliance with participants from enrollment to case closure. Model professional work behavior to set examples for participants (example; attendance, punctuality, dress, attitude, team work. Contribute to the overall effectiveness of Goodwill through "other duties as assigned" or duties arising through internal volunteering.

PARENT to PARENT: Kalamazoo organization that provides services to parents of disabled children/adolescents; also provides mentoring for children with disabilities (including autism). Office is in the new Arcus Foundation Building (depot) at 405 E. Michigan.

Parent to Parent of Southwest Michigan

3901 Emerald Dr., Suite D

Kalamazoo 49001

269-345-8950

Website: <http://www.p2pswmi.org>

CAMP KIDWELL: Allegan Non-profit 4-H camp owned and operated by Allegan County 4-H Clubs, Inc.

4-H Camp Kidwell

39000 1st Ave.,

Bloomington, MI 49026

269-521-3559

Website: <http://www.campkidwell.org>