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 PhDs 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, 3rd in physical sciences, 5th in life sciences, and 10th in psychology.

Be sure to join our Psychology Dept. Facebook group: 
http://www.facebook.com/#!/pages/Kalamazoo-College-Psychology-Department/125162454226451

Psychology Department's Web page http://www.kzoo.edu/programs/?id=27
TABLE OF CONTENTS

INTRODUCTION

a. Psychology Faculty Information
b. Information about the field of psychology

SECTION 1: Recommendations for the major from Psychology Majors

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

a. Course Information
b. APA formatting guidelines
c. K College Psychology Department Grading Rubric
d. Internship/Externship Information and Resources
e. Examples of Internship letters

SECTION 3: SIP Information

a. SIP Advice from K Alums on research internships
b. Guidelines for Van Liere Poster Presentations
c. Guidelines for Van Liere Oral Presentations

SECTION 4: Graduate School Information/Job Opportunities with a B.A. in Psychology

a. Advice for Recommendation Letters
b. Example of a student Academic Resume
c. Examples of Personal Statements
d. Job opportunities in Kalamazoo for Psychology Majors with a B.A.

*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 Academic 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/
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.

Biological psychology focuses on the study of how biology affects behavior. This research may include studying physiological mechanisms that dictate behaviors. Someone in this field may work in a laboratory with rats, for example, trying to determine how genetic factors impact memory.

The purpose of clinical psychology is to help individuals with underlying mental illnesses that have psychological components. While most clinical psychologists engage in therapy with patients, some also work in research or teach within the field. Therapies used by a clinical psychologist are dictated by different psychological theories. As we understand more about human behavior, there has been a push to merge the major components of the many theories to achieve a more comprehensive therapeutic model.

Cognitive psychology studies the cognitive processes that beget mental activity. Areas of research in this field include trying to understand human reasoning, problem solving, and memory formation.

Comparative psychology is the study of behavior of animals other than humans. The study of animal behavior can be an important component to understanding the evolution of human behavior.
Developmental psychology focuses on how the human mind develops over the course of a lifetime. This field’s goal is to understand how individuals come to understand the world around them and how this understanding evolves with age. These researchers typically focus on times during the life cycle when rapid changes are occurring, such as infancy, puberty, and old age.

A psychology career in educational psychology would include studying how individuals learn in educational environments. The purpose of this study is to determine how effective educational interventions are. Individuals training to become teachers are often required to take classes in educational psychology. The psychology career of a school psychologist is a related field that aims to understand and treat students with developmental delays affecting learning.

Industrial and organizational psychologists (I-O psychologists) are hired by large companies looking to evaluate the performance of their employees. Ultimately, the goal is to improve worker productivity while also keeping employees happy. A related subfield, personnel psychology, uses similar principles to select employees.

Individuals interested in personality psychology will study the patterns that lie within human thought and behavior. Essentially, they study the components that make up one’s personality.

Social psychology is a psychology career focused on learning how individuals relate to each other when influenced by the urge to conform, the power of persuasion, and the impact of one’s personal beliefs.

Individuals who consider themselves to be professional psychologists are typically those who have earned doctorates in the field and provide individual psychological assessments. Typically, this psychology career also includes providing therapy to individuals or groups.

Lastly, positive psychology is focused on the study of factors that impact happiness. The ultimate goal of this field is to improve one’s mental health. This psychology career is relatively new and still under scrutiny, but it is believed to be efficacious. This may be particularly true for individuals with eating disorders.
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 Career

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 the 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 $64,140 in 2008. 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.
Dr. Bob Batsell: General Psychology, Learning, Experimental Methods, Physiological Psychology with Lab.

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


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

Personal Information: 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:


Dr. Péter Érdi: Cognitive Science, Computational Neuroscience.

Personal Information: 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 and science.

Representative Publications:


Dr. Gary S. Gregg (Chair): 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 as 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 – an Arabic minor but undecided major.

Representative Publications:


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, Lilly, and our dogs, Barley and Jezebel. In my free time, I love to downhill ski, sew, and travel.

Representative Publications:


**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 engaged to a wonderful man, Greg Ehmk, and we have an adorable four-legged furry baby named Clementine.

Recent publications:


**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

Representative Publications  (* denotes K college students)


**Dr. Kyla Day: Adolescent Psychology, 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.


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 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."

First Years: "First years, if you’re thinking about being a psych major, take more than just general psychology your first year. It will help out later so that you don’t have to take too many classes your junior and senior year. However, save a few courses for your senior year to ensure that you don’t lose connection with the psychology department."

“Take about one more class other than Gen Psych your freshman year. This will help you decide if Psychology is a good major for you, as I have found that General Psych is not the most interesting course. This will also help you develop relationships with professors early in your career that will serve for priceless advice, fruitless classes, and recommendations down the line. AND you won’t have to take 6 psych classes your senior year! I think it is also 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.”

“If you know right when you get to K that you want to major in Psychology, I would suggest you 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 times in four years here. Obviously, if you haven’t received AP credit for a psychology course in high school, then you’ll need to start with general psychology. I would also suggest taking Dr. Tan’s developmental course early one because it’s a service-learning course and it allows you to go into the Kalamazoo community. This class is a great opportunity to get connected with Woodward Elementary School and to be a role model for a student.”

“Although you may think you are going to be a Psychology Major now, you will probably change your mind. Not because the psychology department isn’t an awesome department, but because you’re a freshman and that is what happens. But while you are still interested in the field, take classes from every professor you can and decide who you learn best from. Take note that you would not want to take a 400 level class from a professor you dislike. Ask around to your upperclassmen and see what classes they got the most out of, or the classes that were most influential in deciding whether they were going to become a Psych Major or not. Don’t think about your SIP yet, because it is far too early. Concentrate more on a variety of classes that you think you will enjoy. Lastly, have fun with your classes, don’t take something now that you think you will have to take later for requirements because you’re trying to double major or something of that nature; it’s not worth it right now even though you may be anxious to really get started and dig your hands into things. Dig your hands in by really enjoying yourself with your studies; you’ll have plenty of time later for rigorous work.”

“Even though psychology is (of course) the best major, it’s good to expand your horizons and also take classes from other areas that especially interest you. Numerous people change their major later on; so don’t just bank on psychology. There might be some other areas that you are better at or (surprisingly) interest you more. But if you’re pretty sure about psychology, take one or two classes beyond General Psychology—I suggest Developmental Psychology. Also get to know your psychology advisor well (make sure to switch your advisor if he/she is not n the psychology department) as their help throughout the years can be invaluable.”

“If you are thinking about being a psychology major, take General Psychology—save your Gen Psych book—it will come in handy for your GRE—and a couple other 200 level classes. Also, take courses from different professors in the department to see whose teaching styles you like and what kind of psychology interests you. Don’t start specializing yet. Taking a broad range of classes will help you see what other areas of study you are interested in. Who knows, maybe you will like biology or religion and that may become your minor. Also, go to LACs! Don’t wait until your junior and senior year to finish this; it’s much easier when you live on campus.”

“When I consider my freshman year, the strongest feeling that come to mind are overwhelming excitement, confusion, instability, and the sense of every day being a brand new experience. With all of that being said, I think it is the time in one’s college career that they have to listen to their own feelings the most, which will ultimately be the most valuable tool n succeeding academically. In choosing a major, I have observed that the people who do best academically, and remain happy through the four years of grueling work, are those who love learning about their major, rather than those who chose a major because they felt it was what they should be studying. As many have told you, taking a general psychology course is probably the ideal means of knowing whether your passion may lie in psychology. If general psychology left you wanting to learn more about a particular area of psychology, allow yourself to take a psychology class focused on that, rather than worrying about getting every possible requirement done immediately. I have found that keeping a steady pace with taking required courses for graduation is much better than forcing yourself to take a bunch of classes that you are not passionate about all at once. Again, I can only emphasize the importance of allowing
yourself the freedom to enjoy your freshman year. It is completely normal to have it 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 you hate every moment you have to spend studying for a test that feels pointless to you, then that might be a sign that you need to try something that you are going to look forward to. While it sounds like simple advice to listen to your own feelings, it often takes students a long time to realize that studying what they want to study, instead of what they always thought that needed or wanted to study, is one of the best ways to stay happy during their time at Kalamazoo College.

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

"Take one Psychology course each quarter to explore your interest and develop some competencies in the field. Take courses from different instructors. Try to get a variety of content and different perspectives on Psychology. 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 will find that a Psychology minor is a better choice, even if you wind up in a Psychology-related field. Note: if you are planning a 9-month study abroad, you should take statistics and PSYC 390 this year. Be sure to consult a departmental advisor about your sophomore year and major plans."

"Definitely try to take one course each quarter. However, try to take mostly medium-level classes (avoiding 400 levels). I have found that I did not have the intellectual maturity to truly appreciate and succeed in upper-level classes at this age. Try to take classes with as many different professors as possible. This will help you in deciding your interests, find which professors work best with your preferences and style. It is also important to go in and talk to your professors. Take advantage of the small class sizes we have here at K and just drop by their office sometimes. The psych professors are usually willing to talk to you about anything. Once again, this will help develop your relationships that might be priceless in the long run.

Try to take your statistics class Sophomore Year. I took MATH 105 instead of Applied Stats and I think it was a big mistake. Although you'll go over most stats in Experimental Methods, it would probably be best to take Applied Stats, and not waste your time with other stats classes.

Make sure that if you are applying for a 9 month program, or planning on studying abroad Spring of junior year, take experimental methods your Sophomore Year. It is absolutely essential for writing your SIP and no one wants to go through that much work during their senior year."

"If you are planning to go abroad your junior fall for six months, then take Abnormal Psychology towards the end of your sophomore year. It's a challenging and time consuming course so I would suggest taking some easier classes along with it. Abnormal is a really good course and I highly suggest taking it. It is well worth the work. If you are worried about the reputation of the course, don't be. It may seem daunting and scary at first, but most people end up getting A's and B's in the course. Don't wait until your junior spring to take Abnormal because you have Experimental Methods at that time and that class is also challenging and time consuming. Take Statistics which has to be taken before Experimental Methods next year."

"So you really think that you want to be a psychology major? Your other choices are winding down and you are realizing this is the place for you. If you don't like the department now, change your major while it still is an easy transition. Again the classes that most interest you don't have to be in the Psychology department, although I would highly suggest taking Feminist Psychology. Start looking into internship possibilities; these will really help you in deciding what you want to do for your SIP eventually. Still, don't limit your internship to what you think you want to do for your SIP now—it will probably change. Stay on your toes, but go with the flow. If you plan on going on study abroad make sure you work out classes that are required for the major with your advisor so nothing is missed and you can have a stress free year."

"Think about your classes early if you are considering a 9 month study abroad. If that is the case, you'll definitely want to take a psych course each quarter. If you are only going on a 6-month program, still taking three may prove helpful later on. Social Psychology, Abnormal Psychology, and Feminist Psychology of Women are all very good classes to take this year. Try to take different classes from all of the faculty members to get a wide variety of views and teaching styles. Learning about the professors' interests can show you who may be the best match to your interests. Switch advisors if needed. Also, if going on study abroad, consider an ICRP that may pertain to the major or future career aspirations—it can look great on a graduate school application and curriculum vita."

"This is the year that I found there was the least amount of pressure during your years at Kalamazoo College. Your have begun to feel settled in and at home at the school, and by this point may have taken a diversity of classes and determined that psychology is the major for you. This was the year that I tried to take at least one psychology class per semester. I tried to choose a diverse collection of classes, but more importantly tried to take a class with a different professor each time. This allowed me to get to know several instructors teaching styles, classroom environment, and workloads in 100 and 200 level classes. Since Kalamazoo College's psychology professors are each so unique and genuinely
amazing in completely different way, I found that establishing relationships with them earlier on in my academic career helped me choose my upper level classes more wisely and informatively.”

“It would be wise to take at least one 200-300 level psych course each quarter to keep on track with requirements. If you are an athlete or a student who prefers a short study abroad period, it is essential that you go your sophomore spring rather than waiting until your junior year. Psych 390 (Experimental Methods) is only offered in the spring and is meant to be a precursor to your SIP; therefore it is most convenient to take it your junior spring. This is also the year to figure out what professors and what courses you is most drawn to. You will be encouraged to find an advisor in the major, therefore it is important to keep in mind which professors you especially enjoy and feel comfortable with. Choose wisely because advisors have the power to make or break your college experience.”

Heather Myers ’09: “While abroad, consider taking a psych course or getting involved in something that helps you continue to explore your interests in psychology. If your program does not offer a psychology course, you could tutor a student, visit a hospital, or simply do some of your own research about knowledge of the field in your host country. It will help you stay connected to your studies at K. “Though the abroad programs naturally vary in terms of coursework and emphasis, you are bound to find something that will supplement your studies in psychology. Learn about the people, and ask questions!”

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

“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. If you are planning to take the GRE exams, consider taking PSYC 470 (History & Systems of Psychology) to help prepare.”

“If you are doing a one unit SIP, do all of your research (find all of your articles) and write the first draft over the summer. The more you get done over the summer, the less you have to worry about when you start classes. If you wait until the last minute, things will start getting really busy and stressful, trust me…”

Also, start studying for the general GRE’s since most psychology grad schools require at least the general GRE test. There are good books by Kaplan and Princeton Review to help you study. I would highly suggest buying a vocabulary flash card study booklet. If you are thinking of going into grad school for a PhD program, most of the require the GRE Psychology subject test. If you are unsure of what you want to do, start studying for both.”

“Do some community service abroad, if you have a chance to. It looks good on resumes and when you have to interview it’ll give you an interesting point to talk about. But mostly have fun because school is going to get a little harder…When you get back from study abroad, start looking for places where you can do your SIP. Look for internships/externships/places to volunteer. Don’t start researching for your actual SIP yet, but start emailing research labs and ask if they have any openings for a lab assistant. The earlier you have this step, the better.”

“This year would be a good year to try out Personality Theories if you like theory and “growth” as a person, or to try Interviewing and Narrative Analysis. This class, juxtaposed with Experimental Methods, will expose you to two different types of research methods (qualitative and quantitative), therefore letting you decide what type of research you are most interested in.”

“If you haven’t done so already, start to get to know all of the professors outside of the classroom. It is very probable that you will be asking at least one or two of them for recommendation letters in the future—the better you know them, the better you can choose who to write you letter and the better they know you, the better the letter will be. After study abroad, start planning your SIP early. Talk to current seniors, faculty, etc about possible internships. Take Experimental Methods and take Interviewing and Narrative Analysis if you think you may need to interview participants for your SIP. Furthermore, if you have time, plan on taking the GRE some time in the spring or the summer—you’ll really thank yourself when you’re stressed over classes. Finalizing your SIP, and graduate school applications. If you didn’t do so well the first time, you can take the exam again with less preparation (probably) while everyone else is cramming at the last minute.”

“Here are a few classes you will want to take junior year. Abnormal Psychology: Although a lot of “busy” work, it is a fascinating class. I recommend taking it earlier in your career, as what you learn will be useful for several other classes. Theories of Personality: This course goes beyond “academics” and is more about personal growth. This course helps you become a better person and has probably been the most influential course I have taken at K. Physiological Psychology: Probably the hardest material in the major, but an extremely interesting course if you can handle the workload. The material will change the way you think about psychology.”

“Junior Year often feel overwhelming for many students. By this point, you have probably taken five or six psychology classes that interest you, but you are starting to feel the pressures that are coming up in your academic career: SIP, Experimental Methods, upper level courses you senior year. On top of all of these concerns, you may have just returned form study abroad which can cause a tremendous amount of difficulty or
anxiety in coming back to Kalamazoo College. I would definitely not underestimate the effects of changing your environment and lifestyle so drastically. When trying to juggle all these emotions on top of the weight of Kalamazoo College academics, feeling overwhelmed is inevitable. When you have times like these, going to your professor and telling them how difficult you are finding your spring quarter is the best thing to do. I used to worry that when I told a teacher how hard the class was for me, or that I never had any motivation to do work for their class, they would judge me and think less of me as a student. I was honestly amazed and relieved when I found when teachers seemed to only give me more respect and help when I expressed to them the challenges that I was facing. I would highly recommend challenging yourself to feel comfortable expressing these feelings to your psychology professors and have faith in them that they will be extremely supportive of you in return. With all of that being said, one of the most significant stresses in your junior year will be “figuring out” your SIP. For everyone there is a different process, but have confidence that it will work out for you. Personally, I didn’t even know where to begin looking for a SIP, so I emailed Dr. Tan who gave me really wonderful advice. She told me that I should try to identify a class or subject in psychology that I was most interested in, for which I was Social Development. She told me to just go to the library and spend a lot of time reading every scholarly article surrounding social development... and email the authors. This idea seemed absolutely ridiculous to me at the time, but I really had no other idea of how to find a SIP, so I went with it. I read countless articles, and then did as much research as I could on the authors that I was interested in working with. When I finally sat down to write my cover letters, I was able not only to express how qualified I was, or how much I wanted to work with the professor or doctor, but also that I had done my homework, and read their articles and learned about their research or professional history. Showing them that you have taken a personal interest in their work makes a huge difference when obtaining a SIP. While you will receive a lot of rejections, opportunities to work with new people in unexpected places will no doubt rise.”

D. Recommendations from student alums to senior year psych majors

"Finish your SIP in the summer if you can. Or finish your SIP in the fall and take one or two Psychology courses each quarter. Be sure to finish your upper level courses. If you plan to work after graduation, then you may wish to take courses outside the major that will help you get a job in your area of interest. Being a Teaching Assistant for PSYC 400 in the fall or winter will give you a chance to review material for the GRE exam."

"Okay, you SIP is hopefully done,—you can now start to think about out what you are going to do next year. Don’t stop taking psychology courses, take at least one per quarter. Now that you have gotten all those requirements out of the way with your strategic planning sophomore and junior year, take those last few classes you really want to take. Counseling and Clinical Methods really shaped my thoughts on what I want to do after K. Lastly, don’t forget about your friends and all the people you are going to be leaving behind because you are so busy finishing all those requirements and flustered about SIP deadlines and the like. Be sure to make time for those around you, you don’t have that much time left before you have to move on.”

"This is the year where you finish up all of your requirements. It is important to take classes you love and not just classes you feel like you should be taking. This year is bittersweet. You learn a lot of things that will be invaluable to you in higher education or the workforce, yet at the same time there are a lot of responsibilities. If you are planning on working after graduation, you should take classes outside of the major to help you adjust better to life without school. However, you still need to finish your SIP this year, and if you do a two unit SIP (units in the summer and fall), that means you can underload in the spring, which is always nice.”

“There are definitely some classes that I would highly recommend taking during your senior year: Theories of Personality, Counseling Psychology, Social Development, and Clinical Methods. Each of these 400 level classes have made a tremendous impact on me in unique ways. Theories of Personality and Clinical Methods forced me to examine myself in a way I never thought possible, and both proved to be truly life changing for me. Social Development, on the other hand, was something that I found extremely interesting and was passionate about. It allowed the students to have a first hand experience with elementary students at another school, and gave me my first experience with all oral exams. This was something I originally dreaded, yet ended up enjoying and succeeding in better than any written exam. Overall, I have found that my senior year is filled with many of the same feelings that my freshman year held: anxiety, constant change, hesitation, and new experiences. When I try to resist these changes and feelings, I am met with a great amount of anxiety and pain, but when I allow myself to use the support of the professors and fellow psychology students to embrace the change with the comfort that I came capable of getting through it, I am met with confidence and personal growth, which I have found is going to be the most valuable thing that I take from Kalamazoo College.”

“First off, SIPs. In my experience, SIPs sounded a whole lot more daunting that they really were. You probably will have no clue what you are doing a first, but utilize your resources. Putting in steady work is not that hard and will save you a tremendous amount of stress at the end of the quarter. My upper-level classes have definitely been the most rewarding and interesting classes I’ve taken at K. Don’t be afraid of taking them because they are “hard.” It is so much better than taking intro level classes in other disciplines. “Finish up your SIP in fall quarter. Take a couple upper level courses from professors you like. Definitely take Theories of Personality, Counseling Psychology, and Clinical Methods if you are thinking about going into counseling or clinical psychology or social work. Take the GRE tests in fall, this way you know you will get your results in time to apply for grad schools. Don’t stress out too much, it is your last year at K after all.”"
SECTION 2: Academic Information about Psychology Courses and Major/Minor Requirements

Among all colleges and universities, our Psychology Department ranks in the top ten in the percentage of graduates who eventually earn a Ph.D.

Requirements for the Psychology Major:

- Nine units. Only one unit of a Psychology SIP may count toward the nine.
- After completing Intro, psych majors are encouraged to complete 200 or 300 level classes.
- Required courses: PSYC 101 (General Psychology), PSYC 390 (Experimental Methods) and two 400 level courses.
- Required Cognate: MATH 105 (Quantitative Reasoning & Statistical Analysis), MATH 260 (Applied Statistics), or SOAN 212 (Quantitative Analysis & Statistical Reasoning) at C- or better. MATH 260 is strongly recommended for those considering graduate study. Be sure to complete prerequisite math/statistics class for Experimental Methods.

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.)

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. Boatwright, Batsell, Hostetter

**PSYC 205 Sports Psychology**
Survey of theories, research methods, and clinical techniques of psychology that focus on the mind-body problem in sports; investigation of issues relating to self discipline as well as improving individual and team performance. Prerequisite: PSYC 101 and sophomore standing. Instructor: Robert Grossman

**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. Tan

**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 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.

PSYC/295 SP: Drugs, Addiction and Behavior. 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/BIOL 290 Ethology 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 310 Organizational Behavior
Introduction to and survey of topics in industrial and organizational psychology with an interdisciplinary emphasis; application of concepts, findings, and theories to organizations of all kinds. (Also listed as ECON 310.) AOS (SS) Prerequisite: PSYC 101 or junior standing.

PSYC 311 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 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. (Also listed as ANTH 340 and SOAN 340.) AOD (SS); CR (Comparative) Prerequisite: PSYCHOL 101 or ANTH 105. Both are highly recommended. Dr. Gregg

**PSYC 370 Abnormal Psychology with Lab**
Study of Pathological behavior patterns with focus upon the origin, nature, and methods of treatment of abnormal behavior. AOS (SS) Prerequisite: PSCY 101. Dr. Grossman

**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. Dr. Grossman

**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) Instructor: Robert Batsell

**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 440 Clinical Psychology Methods**
Overview of theoretical and practical aspects of clinical psychology, with an emphasis on the assessment and prediction of human behavior. Covers testing of achievement, intelligence, personality, attitudes, and interests. Basic interviewing and clinical skills will be taught. AOS (SS) Prerequisite: PSYC 101 and MATH 260 are required. PSYC 370 is recommended. Instructor: Dr. Grossman

**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

**PSYC 470 History and Systems of Psychology**
Study of the historical development of psychological concepts with discussion of systematic approaches and contemporary miniature systems. From 500 B.C through 1920. Recommended for students planning graduate study in psychology. Prerequisite: senior psych major. Instructor: Dr. Boatwright
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. It is based on the current fifth edition of the APA Publication Manual. 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). On the upside, 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 would like to help you spread the word by posting 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://dept.kent.edu/psychology/reu/index.htm

2. Relaxing Summers: During the summer between my sophomore and junior years I spent a great deal of time playing tennis and working to make money for study abroad. This was a relatively easy summer because there weren't too many academic expectations, except to mentally prepare for study abroad. In terms of courses and work for my psychology major, I did use this time to begin to map out when (over the next two years) I would take specific psych requirements and identify classes that were offered at certain times only. Elizabeth ('05)
SECTION 3: SIP Information

When should I start thinking about my SIP?

“Start thinking about your SIP before experimental. Use your time wisely. This is a great time to start applying for SIP placements and for the first paper you write in the class you are encouraged to write about a subject that you might be interested on doing for your SIP. So the author of the great article you just read on ________ may turn out to be the person you work with for your SIP. It is really good to apply early although it may seem ridiculous since we get out so late, but the other students that are applying for internships are all going to be applying early and you don't want all the positions to be filled before you get a chance to apply.”

“You should really start thinking about your SIP before the start of spring quarter. You don't need to know what you want to do but you should start sending out emails to potential internships you are interested in. The sooner, the better. Generally, your SIP is going to coincide with whatever internship you acquire but you can also do other types of SIPs that don't require an internship (that's usually not recommended though).” The experimental methods course is a great resource because you can literally design your study and get meaningful feedback. If you are willing to put the effort forward early, you will be able to leave experimental methods with your feet somewhat in the literature, and a solid experimental design.

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

“Your SIP advisor should be someone you really feel comfortable talking with and you respect. Also, the SIP advisor should have some familiarity with the topic you have chosen to write your SIP on.”

How should I choose a SIP topic?

“It isn't the most time-saving technique, but really take the time to read a (what may seem) ridiculous amount of articles. If you are working with a person who has published works read all their work and then read all of their cited sources, etc., etc. Also, 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. For example, if you are interested in health psychology and choose to complete a SIP on health promotion in the public school system, you may wish to complete a SIP in the physical education or education departments. Be sure to find a SIP supervisor from that department and complete the proper paperwork (similar to a psych SIP).

To earn honors on my SIP, is it imperative that a 2-unit SIP be completed?

No, the department gives honors for a 1-unit SIP.

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 who's 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)."

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?

K psych major, '08 "I was a little trepidation about the whole SIP finding process but one of the psych professors was very helpful. She told me I should start scanning the psychology faculty websites at universities in cities that I would be interested in living. On many of these websites you can find the person’s research focus, current projects, contact information and articles that they have written. After deciding where and what you want to do, start applying via e-mail. Send out a bunch of e-mails and see who responds. I found my specific internship at the infant cognition center at Duke University by responding to a job posting that was a forwarded e-mail to psych majors from one of the psych professors. They were looking for a lab manager and I visited the website that they listed and read a few of the articles they had on there and I thought it looked really interesting. Most of the people that I e-mailed were very receptive to the idea of having an undergraduate come work for them, especially when I mentioned I could do the work without being paid (there are grants at Kalamazoo to help cover the costs available through the Center for Career Development). The next thing I had to do once I selected my internship was find a place to live. A great resource for this is www.craigslist.com. They have electronic classified ads broken up by state and major cities and they have a special spot for subletting. My situation worked out well in that there were several Kalamazoo students living in the same area for the summer and that has really made a big difference. Having a summer internship is great but it is also nice to have great roommates who are also going through the SIP process as well."

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 (e.g., at WMU you can go to www.wmich.edu) and locate the psychology, biopsychology, or neuroscience departmental web pages (you might have to hunt around a bit but you will find the web pages without too much trouble). 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 Hennesey, ’08)
University of San Diego: Neuroscience Laboratory with Dr. Ramachandran
University of Washington: Cognition Lab
Grand Valley State University: Neurolinguistic Lab

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 (Dr. Tan)**

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 (Dr. Batsell)

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-
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.9 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/radel/lecture.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.

How do SIP grades affect eligibility for Honors in Psychology?
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/JOB/Career Information

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.

a.) Fletcher School- Masters in International Diplomacy  
b.) Berkley- PHD in Socio Cultural Education  
c.) New School-Masters in Organizational Change Management  
d.) Silverman School of Social Work (Hunter)- MSW in international social work  

e.) University of Pennsylvania-Masters in Human Geography

Cognitive Neuroscience (e.g., Indiana University, Cambridge)  
Law school (U of Oregon, U of M; Cooley; MSU)  
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)  

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

Resources to Check out before you Apply

Signing up for the GRE: [www.ets.org/gre/](http://www.ets.org/gre/)

Grad School Prep Websites:  
[www.gradschool.about.com/cs/generaladvice/a/guide.htm](http://www.gradschool.about.com/cs/generaladvice/a/guide.htm)
Excellent Resource to purchase when preparing for graduate school:

*Getting In, Second Edition* is an update of the American Psychological Association'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/](http://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.

Graduate School Ideas and Advice from K Alums:

S. Christopher '06  
I just thought I'd take some time and write about grad school. Adler is a pretty good school, if anyone at K is thinking of making the grad school here, there is also a Chicago school of Psychology, but Adler is more focused on community service and is a little more like K's ideals. We just got an award from the APA and there was a nice little celebration. The school is up for reaccreditation, but I'm sure they will get it again. One thing to tell future students about is that licensing is different from state to state, which they are telling us now for the masters program. So if I left Illinois I might have to take some extra classes or something. The PsyD program is universal though, because of the APA backing, but the other programs are varied. Mostly states like California and Florida, so I guess if a person would wanna practice there with a LCP Masters they should probably try and study there!

Requesting Letters of Recommendation

**Important Tips from your professors and students:**

Most importantly: Please go to the interfolio.com web site to submit requests for recommendation letters:

1900 L St. NW  
Suite 603  
Washington DC 20036  
Toll Free Phone: 877-77-FOLIO (36546)  
Read our blog [help@interfolio.com](http://help@interfolio.com)  
- [http://www.interfolio.com/blog](http://www.interfolio.com/blog)

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:

1) 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!

2) 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")

3) ANY 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

**Here are the accompanying materials you should also enclose in your folder...**

--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:**

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


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
Supervisor: Robert Schultz, Ph. D.
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 3½ to 5½ 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 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 Kamhi 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 healthy 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."
What if I want to wait a year to relax? Advice from K Psych Majors

Chillaxing: Psych major, female, ’09: I am living at home taking a year off of school before applying to Schools of Social Work. In the meantime I have applied to a few Americorps programs and had an interview in Detroit last Thursday. It went extremely well and I am waiting for a call this week about when to come back in for the second part of my interview and computer test. The program would involve me working in the Detroit public schools mentoring and tutoring children through Communities in Schools of Detroit.

Sara ’07: My advice would be: go to Chicago. It is a great learning experience whether you grow to love or hate Chicago. I have found throughout my time in Chicago that I have learned quite a few things about myself. Being from a small town in Northeast Michigan, I knew moving to the big city would be a huge change for me. I have found that though there is always something to do, from exploring the city to bars specials every night, I am a small town girl at heart and will probably end up somewhere close to home. But I wouldn’t take this experience back for anything because I have learned more things about myself, which is what life is all about (to me at least) - self-exploration and discovery.

Before moving to Chicago and looking for an apartment, my advice is to do a little research, use your resources (K alum are always very helpful), and figure out what you want out of Chicago. Do you want to be close to downtown? Do you want to be near Wrigley Field? Do you want to get away from the city a little, but still have easy access to it through public transportation? I personally found K alum to be the most helpful in guiding me as to where to live. One thing to remember about Chicago is that it is a little more expensive (second most expensive city in the country behind NYC). The farther away from the city the farther your money goes. For example, the price per person of a one-bedroom apartment 10 minutes away from the city will cost about the same as a two-bedroom apartment in the city. I have found that the price of an apartment is greatly affected by location. Of course, there are always exceptions to the rule, you just have to look. Also, don’t wait until right before you plan to move to Chicago to get an apartment as they go rather fast (apartments are usually only on the market for a few days). Chicago has wonderful (and free) companies to help someone find an apartment - they even drive you from apartment to apartment free-of-charge. The companies that I know of are: Apartment People, Apartment Finders, and Homestead Group, but I am sure that there are many more. Also, if you are looking to just be in Chicago for a while and don’t really want to be locked into a lease, www.craigslist.org is fantastic for finding people who are in need of roommates for a short period of time. Craigslist is also a great resource to look for available apartments, but you will have to drive yourself around to look at apartments.

So point being: take a year off, get a mindless job (or serious one) to let you mind rest for a while and take a little time about yourself that you didn’t have time for studying for Comps and exams and putting together your SIP.

Job Prospects for Psychology Majors Who Do not wish to attend Graduate School

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

NEW YORK (CNNfn) - 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?

At least one 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."

Top 10 occupations of graduates 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
Other Jobs for Psychology Majors with a bachelor's degree in psychology
1. Advertising Executive
2. Child Welfare Case Worker
3. Agency Counselor
4. Cognitive Psychologist
5. Wilderness Program therapist
6. Boarding School Staff
7. College Admissions Program
8. Educational/Political Fund Raising
9. Employment Counselor
10. Career Counselor
11. FBI agent
12. CIA agent
13. Human Resources Specialist
14. Insurance (Sales & Claims Rep)
15. Medical Sales Representative
16. Mental Health Assistant
17. Health Care Counselor
18. Probation/Parole Officer
19. Public Relations Specialist
20. Mental Health Counselor

What jobs do K Alums obtain with their B.A. degrees?

K psychology major: C. Finan ’11, U of M Research Lab

K Psychology Major: E. Yeagley, ’05, Kalamazoo College Admissions Department:
Admissions counselor Primary task: Recruit prospective students.

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

K Psych major: Katie G. ’10: 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.

K Psych Major: A. S. ’09. “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.”

K psychology major: 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.
K Psych Major: Phuong Yguyen, '10 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)

K psychology major (S.B.) '06: Graduate with a law degree in 2011
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 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.

K psychology major (K.N.) '12: 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.

K Psych Major '08 Autism Specialist with a B.A.

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 been 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.

K Psych Major '08 (C.B.) 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.

K Psych Major '08 (L.S.) 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!
K Psych Major ’08 Working with Dolphins and in a Rehabilitation Clinic

At the beginning of October, I drove from Detroit to Key Largo to start my dolphin-assisted therapy internship. I had the most amazing time down there working at Island Dolphin Care. I loved waking up every day knowing that I was going to be working with awesome kids and dolphins! Every day the kids would blow me away; even though they faced so many obstacles, sometimes with every task they attempted to do, they pushed themselves to succeed and it was so great to see the smiles on their faces. As an intern, I took 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’m particularly interested in pediatrics and sensory integration, but I also like the flexibility an OT has to work in a variety of environments with a variety of people throughout one’s career path. I did some research when I got back home on the career options of OTs, including shadowing an OT in a school setting, and it seemed to confirm my interest and desire to go that route. 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 (I can’t believe it’s already coming up on one year!).

In the meantime, I started working at a company called Rainbow Rehabilitation Centers in the middle of February. It took me three months to find a job after coming home from Florida, but Rainbow was very quick to interview me and hire me, so I was thankful for that. I was placed at their NeuroRehab Campus in Farmington Hills, MI, and I am working as a full-time rehabilitation assistant for adults with brain and/or spinal cord injury. I found out about this job after shadowing an OT that works in the Birmingham and Berkeley school districts; he worked with Rainbow when he was studying to become an OT. I figured I would give it a shot, and this job would hopefully allow me the opportunity to shadow OTs in another environment. The facility I am working at is a long-term care facility and the clients I am working with have many medical needs. (Wendy Kellam ’86 K Grad works at Dolphin Plus and Island Dolphin Care)

K psychology major ’03 Working in International law (focus on Spain) Financial Times

Published: November 10 2008 02:00 | Last updated: November 10 2008 02:00

As I turn my tired eyes from a pile of intellectual property documents to the library clock hanging above a sign demanding "silencio", I realise it is a quarter to midnight - time to head home. Have I already been here for five hours? Is it possible to have this much work the sixth day of the LLM programme at IE law school in Madrid? The answer to both these questions is a surprising "yes", and yet I still am comforted by a simple fact - this is my new home.

I will soon be slowly sauntering down Calle María de Molina with a horde of other IE students, from all over the world, ready to order some tapas and find the nearest bar for a slice of tortilla and a needed cortado while the hombres de negocios bustle around me smoking their cigarettes and gabbing about last night’s Atletico de Madrid game. Now the day really begins as I gravitate towards the library. After a few hours of personal study it’s off to mandatory group meetings. It is necessary to strike a balance between one’s personal workload and the group work, which mimics actual business relationships present in a firm or company-after all, that’s how the real world operates. Together, we discuss our daily case studies and projects and prepare ourselves for class.
After a hopefully productive meeting with my five other group members, sometimes representing five different nations, comes my favorite part of the day... lunch. Coming from North American culture, I find this phenomenon truly fascinating. An hour and a half - minimum - to sit and chat, sample different canapés and a few courses, maybe a glass of wine or two, and simply break the monotony of a day dedicated to academic achievements. Of course, nothing lasts forever. Class starts promptly at 3.30 and even a minute late precludes one from entering the classroom.

The classroom experience is one of the many reasons I selected IE for my post law school studies. The facility includes superior practitioners from leading law firms and legal departments across Europe, as well as other legal professionals. They impart practical experience directly from boardrooms, arbitration hearings, courtrooms and the general professional community. One needs to be thoroughly prepared for each class as questions are thrown about and "yes, I don't know" doesn't cut it. The clinical programme is unlike other LLMs, which tend to be more academic and disconnected from the real world.

IE carries a unique attribute, which it implements well. It delivers active learning through group work on actual problems based on the actual experience of the faculty. The institution recognizes that mere knowledge of the law is not enough for success in the practice of law. Instead, it provides knowledge as well as experience by using a business school model.

IE law school has been affiliated with its business school for many years. It teaches both business law and business administration for lawyers, a great combination-after all, international law firms and legal departments are increasingly demanding lawyers with a global business perspective.

This is more than logical. How else are we, as future legal professionals, going to possess the ability to meet the needs of clients in business-related matters without the fundamentals, and beyond, of business management and strategy?

So why would I choose an institution that is 4,000 miles from my hometown of Okemos, Michigan, and well beyond the jurisdiction where I am licensed to practice law? As previously mentioned, I had the opportunity and privilege of going abroad to live - something everyone in this world should do, as it is an education you cannot find in books. Over the past 10 years, having lived on four continents and in six countries, I have witnessed first-hand the importance of global focus in a dynamic and constantly changing professional world.

With an MBA and a JD, I feel ready to go out there and leave my positive mark on the world-well, almost. I still want that finishing touch on my curriculum vitae to really polish my education before entering the world’s workforce. To accomplish this, it was important to find an institution that was supreme in its ability to train lawyers to meet the challenges of an increasing global economy.

If that was not enough, the IE Careers Management Center works around the clock to ensure each student has a job offer before the end of the year. I couldn’t help but feel a surge of pride as I affixed the IE logo on my CV for the job fair. Not even two weeks in Spain and they are already introducing us to top international firms! I am looking forward to walking through as many doors as they are open for me too.

Speaking of walking through doors, it’s about time I walk out the library doors and straight through those of a taberna for that hard-earned Spanish beer!

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Not quite ready to go to graduate school yet?
Teach for America or Americorps

**Teaching Residency**

MATCH Teacher Residency is a chance to reside in Boston while learning important information about teaching and the educational system.

The program is called MATCH Teacher Residency, in Boston.

All the info is here: [http://www.matchschool.org/matchcorps/teacher.htm](http://www.matchschool.org/matchcorps/teacher.htm)

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**Post B.A. Research Internship: Advice from an alum**

How about a research internship at an university? Example: Beckman (see message below from a K alum who worked at Beckman as a research assistant following graduation from K. [Refer to previous information related to internships])

Beckman Institute is phenomenal-the sheer amount of information and ideas floating around every day is incredible. There are always seminars and talks to go to, and myself and the grad students/lab manager/assistants go to 3 or 4 of these a week. Talks range from anything in the biological intelligence realm to human-computer interaction to neuroscience--pretty much anything you can think of! Today I went to a talk about facial recognition and age-related bias in recognizing faces. I also get to sit in on Kay’s grad class--I’m one of 8 students in there. In fact, she and I have a standing weekly appointment to discuss the various projects in the language production lab and how I’m working on those. She’s very supportive of some work I’d like to conduct on the role of eye interaction to neuroscience--all of those things that I learned on my SIP. And in case you were wondering, the grad class I sit in on does not have as much reading as the average K-college class (it’s discussion-based, ready 2 articles a week. Oddly enough, I read a lot of the readings already for my SIP.) The lab itself is laid-back--my manager is my age and there are a few grad students here too, so it’s a great team.
to be a part of. It's also really nice to just be working and not taking classes. Some of the grad students have remarked that I am lucky that I get to experience all of this before I go to grad school because it will help me decide what I want to go for before I get there and realize it may or may not be for me. Either way, I feel very lucky to have work where I do something different every day--all of the seminars and talks and classes are considered part of work, so I get paid to go to those too :) Anyway, hope winter quarter is going well! The link below is to "Synergy." It's the newsletter from Beckman and it's worth a look if you're curious.

http://www.beckman.illinois.edu/synergy/index.aspx

K Alum '01

I've meant to send this email about 4 months ago, but time and experiences along the Mediterranean from Barcelona to Menton, France over that time has somehow transported me to now.

The reason I'm writing, is to let you know that this past March I finished a 2-years Masters program at Rikkyo (St. Paul's) University in Tokyo from their Graduate School of Intercultural Communication. To rehash, I was finally accepted as a research fellow and matriculated in April 2007, spent a year under the tutelage of Professor Abe specializing in Education for Sustainable Development (ESD) and Environmental Education in the graduate school I mentioned above. During that year I applied to become an official degree-pursuing masters student, and was accepted for the 2008-10 term. About 20 courses in Intercultural Communication, Environmental Communication, ESD, Linguistics, Anthroplogy, etc and a thesis over two years saw me successfully complete the requirements and be conferred with a Master of Arts in Intercultural Communication. (Though by looking at my Japanese diploma, non-japanese literate people would have no clue!) Though my degree is technically in that field, my interests and thesis strayed towards sustainable agrarian lifestyles, with the title of my thesis being "An Agrarian Lifestyle as an Invitation to Sustainability: The Potential of the Role and Effects of 'Agro-Work Experiences' at Kampeh Farm". I guess it could best be described as a sociopsychological case study of the participants engaging in farm labor at Kampeh Farm. It was a real challenge for me, with rather minimal expert guidance--overworked and otherwise obligated advisor, but I'm glad it worked out.

At the moment I'm living in Barcelona with my French girlfriend and her brother, trying to figure out how I can best put my experiences in Japan, my academic experiences and my budding passions for sustainable agrarian farming into a shape and form that will sustain the future of... me!

Advice from a K Alum '07 Laura Sayen

I applied to graduate schools during the year I took off between graduating from "K." During the application process, I worked at the Kalamazoo Probation Enhancement Center and HomeLife (a network of adult foster care homes and the most direct service type of work I'd ever done). I knew when applying to grad. school that I wanted to be in Chicago - for no other reason than it was a shot at a major metropolitan area close to home- and I knew I wanted an MSW. I was attracted to Uof C's program because of the administrative bent to it all. So technically, I am getting my Masters of Social Service Administration. I am largely interested in welfare policy and the political economies that shape the way we care for our poor. I hope to work with policy and advocacy post-graduation but shudder at the thought of entering the current job market. Other interests include program development, management and evaluation. I would recommend an MSW to anyone. It makes you think more systematically, structurally and complexly about how social services and policies are implemented.

Please feel free to share my information with anyone in your classes. I can always host a K student here in Chicago if they want to see/visit Uof C.
Employment in the State of Michigan and Kalamazoo with a BA in psychology:

ARCUS (Social Justice Center): Visit their web page for job options.

Kalamazoo Probation Enhancement Program (KPEP)
Residential Service for the Sex Offender Program (SOP), Community Placement Transitional Housing programs.
Supervisors: John Karraker, Andelin Goolsby

The Arc Community Advocates (Kalamazoo, MI)
www.communityadvocates.org
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

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 www.michigan.gov/dhsjobs

Websites to help explore job openings in the Kalamazoo area:
(Similar positions can be obtained in other cities; the Internet is your most useful guide but we also strongly suggest that you confer with workers in the Career Development Office (located in Dewing, 1st Floor).)

- http://kcollege.erecruiting.com/er/stu/opportunities/ (the web page says to “Alumni: To login, use the username and password provided to you by the Kalamazoo College Center for Career Development. The Career 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 locations around the country.
- www.psychtemps.com
- www.careermatrix.com
- www.broncoplus.edu
- www.monster.com

The Jim Gilmor Community Healing Center: 1910 Schaffer St., Kalamazoo, MI
go to 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: Tel: 269-337-3000; Fax: 269-337-3350

Turn Two: Derek Jeter Foundation: Psych alum, director D’Angelo Bailey ’04

Family and Children Services: 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 Juvenile Delinquent Home, Youth Specialist: http://www.kalcounty.com/courts/kcjb/index.htm
Boys and Girls Club of Greater Kalamazoo: (several programs including SMART Girls program which promotes basketball summer leagues for at risk girls)

Lakeside Treatment Center: (inpatient residential unit for adolescent males who have had behavioral/legal problems) http://www.lakesiderlc.org

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

Gryphon Place: (provides telephone –hotline-counseling services and crisis intervention) http://www.gryphon.org


Department of Human Services/Kalamazoo: http://www.michigan.gov/dhs

HOMELIFE INC: Residential solutions for adults with challenging needs (developmental disabilities, schizophrenia, psychological disorders) http://clif fordvanm meter.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 years 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: http://www.lssm.org


McKercher Rehabilitation Center in Kalamazoo (brain injured people...they have a clinic and group homes); Senior Services (Kzoo) http://www.residentialopportunities.org


MOP:

930 Lake Street
Kalamazoo, MI 49001
(269) 344-1967
mopkzoo@hotmail.com

Mission: 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.

Hope Network: runs a few group homes; website: www.hopenetwork.org; 432 West Crosstown Parkway, Kalamazoo MI 49001 269-552-9325

ROI was incorporated in 1977 as a result of a merger between McKercher Non-profit Housing Corporation and Wisner House, Inc. The organization began providing residential services to adults with developmental disabilities in January 1978. Currently, ROI serves approximately 150 individuals in 21 group homes. These homes are scattered throughout Kalamazoo County—some of them in country settings and some in quiet, residential neighborhoods. They are home to between 3 and 15 individuals. Every home has a home coordinator, one or more assistant home coordinators, and a number of direct care staff. All are licensed as Adult Foster Assistant Home Coordinators. ROI is currently hiring caring people to provide direct care services for people with mental and physical disabilities in the Kalamazoo area, and assist in the management of group homes. Candidates must have a strong background working with people with disabilities. Chosen candidate will be working as part of a team to provide direct care to individuals in a home setting and will also be responsible for some administrative and supervisory functions. Hours of work may vary and will include working weekends. A valid drivers license with a satisfactory driving record is needed and a high school diploma or a GED. Starting wage at $9.01 per hour, generous benefits, and a great work environment. Open applications are held Monday through Friday from 8:00 A.M. to 5:00 P.M. at Rose Street in Kalamazoo. Résumés may also be faxed to 269-343-2940.

Kalamazoo Community Mental Health: jobs with developmental disabled adults and mentally ill adults (Jeff Patton is the director) http://www.kazoocmh.org

Kairos Dwelling: (home for the terminally ill, nonprofit) http://www.kalcounty.com/aaa/rg_supportiveservices.html

Girls in the Wild: http://www.redtentcommunity.org/ 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: http://www.bethany.org/kalamazoo

Big Brother/Big Sister: http://www.bbbscommunity.org/ 605 Howard Street Ph. (269) 382-6800 Kalamazoo, MI 49008-1919 Fax (269) 382-4108
34 West Jackson St. Suite 5A Ph. (269) 964-7117 Battle Creek, MI 49017 Fax (269) 966-252

Interfaith Homes-Kalamazoo Ph. (269) 345-1728 Toll Free Ph. (888) 898-3001 Email: BBBS@bbbscommunity.org

Ministry with Community (check their website for positions)

CARES Community AIDS Resource & Education Services of Southwest Michigan; 629 Pioneer Street, Kalamazoo, MI 49008-1801 / 269.381.2437 or 800.944.2437 / Fax: 269.381.4050 Michigan: contact David Osborne at david@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. http://www.volunteermatch.org

Catholic Family Services: look for positions at their web page: http://www.catholicfamilyservices.org/employment.htm

• 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:** for a list of human service jobs, go to: [http://www.goodwillswmi.org/goodwill_jobs.htm](http://www.goodwillswmi.org/goodwill_jobs.htm)

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.

**Ministry with Community:** (outreach services for the homeless—helping the homeless find food, shelter and other services) This is mostly a place that relies on volunteers, but occasionally they employ workers. web page is [http://www.ministrywithcommunity.org/](http://www.ministrywithcommunity.org/)

**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. [http://www.p2pswmi.org](http://www.p2pswmi.org)

**Camp Kidwell:** Allegan Non-profit 4-H camp owned and operated by Allegan County 4-H Clubs, Inc. [http://www.campkidwell.org](http://www.campkidwell.org)

**Camp Pretty Lake:** (go to web page for contact information: [http://www.prettylakecamp.org/](http://www.prettylakecamp.org/)

Pretty Lake Vacation Camp is a not-for-profit organization located on 287 beautiful wooded acres on Pretty Lake in Mattawan, Michigan. Since 1916, Pretty Lake Vacation Camp has provided a cost-free summer camp experience for "at-risk" youth from Kalamazoo County! Pretty Lake Vacation Camp has always upheld a strong tradition to enrich the lives of thousands of youth by offering a safe, structured, and encouraging environment in a natural setting.

**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.”)

[http://www.starr.org/site/PageServer?pagename=Youth_Specialist_Albion](http://www.starr.org/site/PageServer?pagename=Youth_Specialist_Albion)

**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. [http://life-ministry.net](http://life-ministry.net)