

THE UNDERGRADUATE GUIDE TO PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY
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I. INTRODUCTION

This *Guide* is intended to provide our psychology students with information concerning requirements, courses, and opportunities in the Psychology Department of Washington University.

The field of Psychology encompasses a large and diverse area of study that is empirical, theoretical, and practical. As the science concerned with the study of behavior, psychology includes such areas as: biological bases of behavior; brain-behavior interactions; learning; memory; cognition; motivation; sensation and perception; the study of social interactions, persuasion, and attitudes; aging and development; personality; clinical, abnormal, and health psychology; and leisure and work experiences. These areas may appear quite distinct from one another, but the study of one often provides important implications and insights for the understanding of the others. As an example, knowledge of brain-behavior interactions, sensory processes, and learning processes all are involved in identifying, understanding, and treating certain abnormal behaviors. A major aspect of all the sub-disciplines is their emphasis on research and the development and expansion of knowledge concerning behavior.

An undergraduate education in psychology cannot hope to cover all aspects and areas of the discipline in a substantive way. At the very least, however, it should provide specific tools that allow the student of psychological thought to appraise knowledgeably the logic and evidence that underlie the ongoing evolution of psychological science.

Completion of the major should provide students with the content of psychology, including breadth and depth. It also should provide students with the tools needed to evaluate critically psychological information, independent of specific content. The student needs to learn how to gather data, conduct literature reviews, and write proficiently and scientifically. Our curriculum aims to accomplish these goals. We strive to ensure that our students understand the importance and become critical evaluators of empirical psychological research.

Psychology is a multi-purpose, valuable discipline in which to major. It has relevance for those considering careers in law, medicine, the health professions, education, and business. In addition, it provides important skills and knowledge for those who may not be planning additional schooling.

This *Guide* outlines the requirements for a major and a minor in psychology. Research opportunities, internships, and the honors program are discussed. In addition, a description of certain select courses is provided along with a list of our faculty and their research interests.

Should you have questions, desire further information, or have suggestions, please contact Ms. Dru Koscielniak, the Undergraduate Coordinator in Psychology. Her office is in the Psychology Building, room 419A; telephone 935-5169; dkosciel@wustl.edu.

II. REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

The minimum number of units required for a major in psychology is 28.

Specifically, the requirements for the major are:

1. Completion of Psychology 100B --- Introduction to Psychology, and
2. A minimum of 25 additional units in psychology (that is, 25 units in addition to Psy 100B), of which at least 22 must be at the advanced (300 or above) level. As part of the additional 25 units, the student majoring in Psychology must include:
 - a. Psychology 300 --- Introductory Psychological Statistics; and
 - b. Psychology 301 (or 3011) --- Experimental Psychology; and
 - c. At least one of the courses listed from each of the following three areas:

Social/Developmental:

Social Psychology (Psy 315)
Developmental Psychology (Psy 321)
Psychology of Adolescence (Psy 325)
Psychology of Aging (Psy 326)
Social Gerontology (Psy 427)

Personality/Abnormal:

Psychology of Personality (Psy 353)
Behavior Modification and Self-Management (Psy 314)
Abnormal Psychology (Psy 354)
Introduction to Clinical Psychology (Psy 357, formerly Psy 450)
Psychopathology of Childhood (Psy 478)
Psychology and Psychopathology of the Family (Psy 479)

Behavior, Brain, & Cognition:

Sensation and Perception (Psy 330)
Introduction to Biological Psychology (Psy 3401)
Cognitive Psychology (Psy 360)
Cognitive Neuroscience (Psy 3604)
Psychology of Learning (Psy 361)
Human Learning and Memory (Psy 380)
Psychology of Language (Psy 433)

3. A maximum of 6 units total of approved University College Psychology courses, AP Credit (allowable only prior to Fall 2004 admission), cross-listed courses originating from another department, transfer courses, approved study-abroad credits, 100-level & 200-level classes, and independent study-type classes (e.g., Psy 225, 235, 500, 498, 499) may be counted toward the minimum required units needed for the major. (The student, of course, may complete more than 6 units.

However, only 6 can be used to satisfy the minimum requirements for the major.) If it is to be counted for the psychology major, then the cross-listed course must be registered under the Psychology Department number (i.e., L33).

4. All courses to be counted for the major must be taken for a letter grade if a letter grade is offered.
5. For a course to count toward the major, a grade of C- or better must be achieved.
6. All transfer students are required to complete no fewer than 15 advanced units of Psychology courses at Washington University. No more than 3 of these units may be in independent study-type class or approved University College psychology course. (No cross-listed class originating from another department is allowed as part of the 15 units.) Transfer students should make an appointment to meet with Dru Koscielniak, room 419A of the Psychology Building, telephone 935-5169; dkosciel@wustl.edu, to identify actual requirements based on their transcripts.
7. Capstone Experience in Psychology: Undergraduates at Washington University are encouraged to complete a capstone experience in their major. The undertaking of a final research project as a capstone experience may be an especially rewarding way to bring one's work in the major to completion. All Psychology majors are required to complete Experimental Psychology (Psych 301 or 3011). This 4-unit course, preliminary to any meaningful Capstone Experience in psychology, is designed to train the student in hypothesis development and evaluation and methodological design. The student will be required to conduct literature reviews, write scientific empirical papers, perform statistical analyses of data, and complete an independent research paper. For the independent research project, the student identifies a psychological research question, designs an empirical study to address it, collects the data, and writes up the results in the form of a journal article.

After completion of Experimental Psychology, the Department has two opportunities that provide a capstone experience:

(i) Students who qualify for and complete the Honors Program in Psychology will fulfill the capstone experience. The Honors Program requires the development, undertaking, and completion of an independent empirical project, a written honors thesis, and presentation of the research at the department's annual honors poster session.

(ii) A student may conduct research as an Independent Study (Psy 500) in his or her junior or senior year. If this is to serve as a capstone experience, then the student must also write a scientific report on the research and give an oral presentation at the annual UR-PSYposium, the Undergraduate Research in Psychology symposium.

To declare a major in Psychology (whether a first or second major) the Arts and Sciences student should go to the Office of the Dean of the College (South Brookings, room 205) and pick up the *Declaration of a Major* form. Students from other schools of the University need to go to the Dean's Office of their respective division and obtain the

appropriate form. In addition, an informal copy of the student's transcript is to be obtained by printing a copy of the Student Record on WebSTAC. The form and transcript are to be brought to Dru Koscielniak, room 419A of the Psychology Building, for her signature. The Department has developed a brief questionnaire that the student will be asked to complete after an advisor is assigned. This questionnaire is designed to assist the student in evaluating his/her plans and goals, and to provide the advisor with information that may assist in the advising process.

Our mission is to educate all our psychology majors in the discipline's core aspects, questions, theories, and approaches. You will notice that we do not have "tracks" that distinguish between those students who plan to undertake graduate study in psychology and those who do not. It is our expectation that the student will design the most appropriate course of study in consultation with his or her major academic advisor. One can fashion a major in psychology to include a concentration in a specific area. For example, it is recommended that students interested in pursuing graduate clinical training complete abnormal psychology, personality, and some core courses in social, cognitive, learning, and/or biological psychology. It also is recommended that the student gain a good background in biology. Such a student should also speak with his/her advisor to determine whether research and/or an internship would be advisable. For the student interested in developmental psychology, we recommend, of course, developmental psychology and the psychology of adolescence. Other core courses will be suggested (e.g., learning, biological psychology) and, depending on one's goals, research experience, internship, practicum or other opportunities working with children will be recommended. A concentration in one of the experimental areas should include research involvement in addition to courses spanning the area of interest. If you are interested in planning a concentration, be sure to discuss this with your psychology advisor.

It is suggested that junior-level and senior-level Psychology majors consider enrolling in a history of psychology class. This course may be especially valuable for students planning to pursue a graduate degree in psychology. History of Psychology (Psy 4651) provides a historical overview of the development of the discipline and may be helpful in preparing for the advanced psychology GRE. History of Neuroscience (Psy 4047) may be of interest to the student considering medicine and related fields or graduate study in biological psychology/neuroscience.

We do not recommend that core classes be completed in University College, summer school, or at other universities. Students should speak with their major advisor if they have reason to enroll in a core class other than during the academic year or in our Psychology Department.

III. REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

The requirements for a minor in psychology are a minimum of 15 units in psychology with a grade of C- or better, 12 of which must be in courses numbered 300 or above. No more than 3 units total of approved cross-listed courses originating outside the Department of Psychology, approved psychology courses taken in University College, courses taken at other universities, and independent study-type courses may count toward the minor. (Transfer students must complete at least 9 advanced units of home-based Psychology courses at Washington University.)

There are two ways the student may approach the minor in psychology. For those interested in a general psychology background, we recommend that the student take several courses from the three core areas noted above (i.e., Social/Developmental; Personality/Abnormal; and Behavior, Brain, & Cognition). In this way, the student can sample, in some depth, the different areas in psychology. For those students who want to concentrate in a more specialized area, courses can reflect such specialization. For example, a student interested in the helping professions or counseling may wish to select from such courses as Personality (Psy 353), Abnormal Psychology (Psy 354), Learning (Psy 361), Developmental (Psy 321), and Behavior Modification and Self-Management (Psy 314). A student wishing to pursue a specialization in experimental and the biological bases of behavior might select from such classes as Biological Psychology (Psy 3401), Psychology of Learning (Psy 361), Sensation and Perception (Psy 330), Cognitive Psychology (Psy 360), and Independent Study (Psy 500). As is apparent, there are no required courses (other than Psychology 100B) for the minor.

To declare a minor in psychology, students must go to the Office of the Dean of their division and obtain the form for declaring a minor. The form, along with an informal copy of the student's transcript (which can be obtained by printing a copy of the Student Record from WebSTAC), should be brought to Dru Koscielniak, in room 419A of the Psychology Building, for her signature. This form also is to be approved by the student's major advisor prior to being returned to the Office of the Dean of the student's division.

IV. INFORMATION ON COURSES IN PSYCHOLOGY

Psy 100B --- Introduction to Psychology

This is the prerequisite course for all advanced courses (300 level or above) in psychology. The course is a survey and analysis of concepts, research and theory covering many of the sub-disciplines in psychology (e.g., biological bases of behavior, learning, memory, motivation, perception, social, personality, abnormal, clinical and developmental psychology). Introduction to Psychology is a general survey course designed to introduce students to the diversity of questions, areas, approaches, research, and theories that comprise the psychological study of mind and behavior.

The course is typically, although not necessarily always, team-taught by members of the psychology faculty. The advantage of this format is that each instructor is responsible for his or her specialty area, and thus the student is exposed to experts within the areas of study. Another benefit is that the student gets to see several members of our faculty "in action." A disadvantage may be that the student is less able to "get to know" the instructor as well as he or she might were the same professor to teach the entire semester.

Psy 102 --- Seminar: Introduction to Psychology

This seminar complements the Introduction to Psychology (Psy 100B) class, although it covers material different from that in the Psy 100B class. The seminar is not a study or discussion section for Psy 100B. Students who enroll in the seminar will discuss in detail controversial issues in contemporary psychology. Each week a different issue is discussed. Some of the issues may include: "Is it ethical to treat homosexuality as a disorder?" "Should animals be used in psychological research?" "Is pornography harmful?" "Is drug addiction a disease?" A dialectical approach to learning is emphasized. That is, given a particular issue, students familiarize themselves with both sides of the issue and discuss and critically evaluate the pros and cons of each side. In addition to weekly class discussions, students may be required to complete brief writing assignments in which they are to take a stand on a particular issue. The writing will not only discuss the evidence that supports the student's side of the argument, but it also will refute the evidence presented in support of the alternative position. Other types of assignments might be brief response papers to issues raised.

Psy 109 --- Research Seminar in Psychology

The goal of Psy 109 is to acquaint our undergraduates with much of the psychological research being conducted by members of the psychology faculty within the University and with opportunities available to our majors and minors. This 1-unit seminar does not count toward the minimum number of units needed for the major or minor in psychology, but students interested in pursuing psychology as a major and those interested in surveying some of the possible psychological research opportunities are strongly encouraged to enroll in the class. Each week a different faculty member from the University will present a talk on his/her research. The research presented may range from biological psychology to social psychology, from basic research to applied clinical research, and from studies involving non-human animals to those involving children, adults, and older adults. The class meets once a week. Attendance is required, as is a written review of a primary psychology research article. This course is open only to freshmen and sophomores.

Psy 225 --- Internship in Psychology

The Internship in Psychology (Psy 225) provides an opportunity for advanced students majoring in psychology to become involved in a community service agency or other setting off-campus. For a further description, see section VII. Internship Opportunities.

Psy 235 --- Practicum in Applied Behavior Analysis

The Practicum in Applied Behavior Analysis (Psy 235) offers an opportunity for students to be trained in applied behavior analytic techniques and to work with a child with autism/pervasive developmental disorder. For a further description, see section VIII. Practicum in Applied Behavior Analysis.

300-level courses

Most 300-level courses are open to any student after completion of the Introduction to Psychology class (Psy 100B). There is no special sequence of courses that a student needs to take. Thus, after Psy 100B, the student may enroll in, for example, 315 (Social Psychology), 321 (Developmental Psychology), 325 (Psychology of Adolescence), 330 (Sensation and Perception), 353 (Personality), etc.

Psy 300 --- Introductory Psychological Statistics

The statistics course is required of all psychology majors and is a prerequisite for the required experimental psychology laboratory course (Psy 301). Students who plan to major in psychology are strongly advised to take this statistics course early in their college career (that is, during their sophomore year).

Psy 301/3011 --- Experimental Psychology

Students who major in psychology also must fulfill the empirical research requirement by completing either Psy 301 or 3011 (Experimental Psychology). The Experimental Psychology laboratory course has a limited enrollment (15 students per section) so that the student gets "hands-on" involvement in research. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design.

It is highly recommended that psychology majors complete the Experimental Psychology Laboratory requirement no later than their junior year. (For students considering a psychology study-abroad program, please note that Psy 301 or 3011 must be completed prior to the semester of study-abroad.)

The Psy 301 course has Psy 300 (Introductory Psychological Statistics) as a prerequisite. The Psy 3011 course is limited to students who have not taken Psych 300 (Statistics) and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore,

students who enroll in Psych 3011 must also register for the appropriate section of Psychology 300. Topics in the two courses (i.e., the appropriate section of Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology.

400-level courses

The 400-level classes have prerequisites in addition to that of Psy 100B. Please be certain you have met the necessary prerequisites before enrolling in any 400-level class.

500-level courses

Enrollment in any 500-level course requires prior approval of the instructor and the completion of a permission to enroll form, available from the Psychology Department, Psychology Building, room 221 or room 419A.

V. RESEARCH OPPORTUNITIES

There are numerous and varied opportunities for students to become involved in psychological research conducted within the Department of Psychology and affiliated programs. Information about research areas and the opportunities for undergraduates to engage in this research can be found in the *Listing of Psychological Research Opportunities*, available from the Psychology Department, room 221 or room 419A.

These research opportunities permit the student to become involved in on-going psychological research. The interested student should speak with the individual identified in the *Listing* with whom he or she would like to work. In some cases, the student may receive academic credit by enrolling in Psy 500, Independent Study, after receiving approval from that person and completing the *Petition to Enroll* form. (The student must enroll in the appropriate faculty member's section of Psy 500.) It is expected that no fewer than 3-4 hours per week for 15 weeks will be devoted to aspects of the research for each unit of credit to be earned (e.g., 9-12 hours per week for 3 units of credit).

The following are some of the goals we hope are accomplished by engaging in the undergraduate research experience:

- (1) Expose the student to various aspects of empirical research and the functions of a psychology laboratory;
- (2) Provide the student with the opportunity to practice and refine research skills;
- (3) Give the student a deeper and fuller understanding of a particular topic or field of psychological inquiry;
- (4) Promote and support research in the department and the discipline by providing researchers with interested, qualified assistants;
- (5) Train students interested in continuing in psychology to be prepared and effective in pursuing these goals and contributing to the scientific world.

To accomplish these goals, the following guidelines are suggested:

- (1) Students are expected to devote no fewer than 3-4 hours per week for 15 weeks to aspects of the research for each unit of credit to be earned. This includes working in the laboratory, attending laboratory meetings, meeting with supervisors, and reading material related to the project.
- (2) The student should meet with the supervisor in charge at the beginning of the semester and establish what is expected from each side. The student should be informed as to which project(s) s/he will be involved, and in what capacities s/he is expected to assist.
- (3) It is recommended that there be at least one assessment/feedback session during the course of the semester between the professor and student.

Assessment of the student's work and effort for the Independent Study and any additional requirements are the responsibility of the student's research mentor. Papers, presentations, and/or discussions of material are all possibilities that the mentor may require of the student. These expectations should be outlined at the beginning of the semester.

VI. INTERNSHIP OPPORTUNITIES

Internship in Psychology (Psy 225) gives students the opportunity to apply psychological principles in real-world settings. Students intern off campus for a semester in a variety of settings. In addition to earning course credit, interns can develop new professional skills, explore career interests, and benefit from the knowledge that they are helping others.

The Psychology Department maintains a list of approved internship sites in St. Louis. Opportunities exist in agencies that provide criminal and offender services, treatment support for individuals with mental illness, services to the elderly and chronically ill, support for abused children, services to developmentally disabled adults and children, and emergency services. Students can select an internship site from the department's approved list or propose an internship at an alternative site, provided that students make contact with the site at least 2 months prior to beginning the internship and get approval from the Internship Coordinator.

Internships also can be arranged over the summer, either at one of the department's approved sites or a location proposed by a student. Over the summer, students are expected to work a minimum of 150 hours at their internship and must petition the Internship Coordinator for approval no later than April 1 of the summer before the internship.

Internship in Psychology (Psy 225) can be taken only once and is offered for 3 units on a "Credit/No Credit" basis only. Prerequisites are as follows:

- (i) advanced standing (60 or more completed units of credit);
- (ii) at least 15 completed units in psychology;
- (iii) formal declaration of a major in psychology;
- (iv) a grade point average of at least 2.50; and
- (v) permission of the Internship Coordinator.

Successful completion requires a minimum of 150 hours at the internship site, exclusive of training hours. In addition, students must complete written assignments in order to demonstrate their ability to integrate psychological theory and concepts with what they are learning at the internship.

There are other considerations students should keep in mind. Students ordinarily should not work at other jobs during the internship and should discuss any outside work with the Internship Coordinator. Internships usually are unpaid, and students cannot perform an internship at a site of previous or present employment. In order to provide interns with experience outside of an academic setting, internships must be at off-campus, non-University sites. Internship credit cannot be given retroactively, so students must select or propose an internship and receive permission from the Coordinator in advance. Supervision of internships is done primarily by the site supervisor and secondarily by the Coordinator. Credit for an internship is contingent on a satisfactory evaluation by the site supervisor, performance of the required number of on-site hours, satisfactory completion of required written assignments, and meeting with the Internship Coordinator.

A more extensive description of the program, including a list of active sites, is contained in the *Guide to Internships in Psychology*, available from the Psychology Department (Psychology Building, Room 221). For additional information, including procedures for applying for and permission to enroll in an internship, contact the Internship Coordinator, Dr. Brian Carpenter (Psychology Building, room 235G; 935-8212; bcarpenter@wustl.edu).

VII. PRACTICUM IN APPLIED BEHAVIOR ANALYSIS

The Practicum in Applied Behavior Analysis (Psy 235) offers an opportunity for students to be trained in applied-behavior-analytic techniques and to work with a child with autism/pervasive developmental disorder. The practicum may be of benefit to anyone considering a career in an applied setting or in any number of health-related areas. It may be valuable for those considering graduate training in clinical psychology, social work, speech, occupational or physical therapy, or a career in education. A special reason to pursue the practicum is the satisfaction to be gained from helping a family and bettering the life of a child. In addition, the knowledge and skills learned should serve you well. You will see how principles of learning derived from laboratory research are applied, and you will learn valuable teaching and therapeutic techniques.

The Practicum requires two semester's work with the child and completion of the minimum number of hours of therapy (for which you may be paid). In addition, there are academic components that must be fulfilled in order to receive credit for the course, including:

- attendance at the regular family/staff and consultant meetings at which the therapy and the progress of the child are evaluated and discussed;
- completion of the Special School District's training sessions;
- attendance at and participation in the Psychology seminar throughout the year with the Psychology Department's Practicum Coordinator during which assigned readings will be discussed and presentations on autism and therapy provided;
- completion of a satisfactory written paper.

A student may receive credit for Psy 235 only once, and it is offered for 3 units on a 'Credit/No Credit' basis only. Please note that the Practicum requires a year's (two semester) commitment.

For a fuller description of the Practicum, obtain a copy of *Practicum in Applied Behavior Analysis: Autism/PDD*, available from the Psychology Department (Psychology Building, room 221 or room 419A). For additional information, including a list of families and permission to enroll in the Practicum, contact the Practicum Coordinator, Dr. Leonard Green (Psychology Building, room 415B; 935-6534; lgreen@artsci.wustl.edu).

VIII. HONORS PROGRAM

The primary goal of the Honors Program in Psychology is to provide those students who have achieved a superior academic record the opportunity in their senior year to conduct a comprehensive empirical investigation under the direction of a faculty member, who serves as the student's Honors advisor. The Honors Program is not restricted to students who plan to pursue graduate study in Psychology. In fact, a majority of students in the Honors Program do not plan to continue their studies in Psychology.

The Honors program serves as a capstone experience to a student's career as a Psychology major at Washington University. The student participates in all aspects of the planned investigation, including developing the research question, designing appropriate methodologies, collecting and analyzing data, and completing a written thesis.

To be accepted into the Honors Program, the student must have a form signed by his/her approved honors mentor (which can be obtained in the Psychology Building, room 419A) indicating that the mentor agrees to supervise the student's thesis. In addition, the student must have both an overall GPA and a Psychology GPA of 3.50 or higher by the end of the junior year, and have completed Experimental Psychology (Psy 301 or 3011) prior to entering the Honors program.

The principal requirement for completing the Honors Program successfully is writing an Honors thesis. The thesis should provide a comprehensive report of the Honors project including a critical review of the literature, a description of methods and results, and a discussion of the importance of the findings. In addition, students are required to present the findings from their investigation at an Honors Poster Symposium. Students also must complete two semesters of Study for Honors (Psy 498 and 499), which includes participation in the required, special weekly seminar.

For a fuller description of the program, its requirements and guidelines, please pick up our brochure, *The Senior Honors Program*, available in room 221 or room 419A. For additional information, contact the Coordinator of the Honors Program, Professor Mitchell Sommers (Psychology Building, room 417A; 935-6561; msommers@artsci.wustl.edu).

**IX. PSYCHOLOGY STUDY ABROAD PROGRAMS:
THE UNIVERSITY OF QUEENSLAND, BRISBANE, AUSTRALIA
THE UNIVERSITY OF HAIFA, ISRAEL
THE UNIVERSITY OF SUSSEX, ENGLAND
THE UNIVERSITY OF EXETER, ENGLAND**

The Department of Psychology at Washington University, in conjunction with the College of Arts and Sciences, offers psychology majors the opportunity to study in England at the University of Exeter or the University of Sussex, in Australia at the University of Queensland, or in Israel at the University of Haifa.

Psychology majors interested in applying to one of the approved study abroad programs will have to have completed at least 9 units of psychology classes (if applying for the fall semester of the junior year) or 12 units of psychology classes (if applying for the spring semester of the junior year), and have both an overall GPA and a psychology GPA of at least 3.0, by the end of the semester in which they are applying. Moreover, Experimental Psychology (Psy 301 or 3011) must be satisfactorily completed before going abroad.

If you are considering one of the study abroad programs, you should start planning early in your college career. Study abroad is undertaken in the junior year, and you will need to choose your course work at Washington University carefully to make sure you take the required courses on time. The application process involves completion of the WU general application requirements (a statement of purpose, two letters of recommendation, an approved plan of study, an official transcript, and four photographs) as well as completion of the study abroad institution's forms and applications. Selection of applicants is done at Washington University, based upon faculty review, with final approval granted by the study abroad institution. For information about the costs, application process, and housing contact the Study Abroad Office, which is located in Stix International House, Room 201 (935-5958).

The Psychology Study Abroad Programs are meant to serve as an enrichment of one's psychological and general education. Up to 6 units of the psychology credit earned in an approved psychology study abroad program can be used to satisfy the minimum requirements of the psychology major at Washington University (although all units earned from the program will be transferred). However, none of the core area requirements (e.g., social/development) can be fulfilled by study abroad classes. Moreover, no other transfer credits, University College classes, cross-listed courses, or independent study-type classes may be counted toward the minimum requirements for the major.

All of the psychology study abroad programs involve a research assistantship in a psychology laboratory under the guidance of a faculty mentor in addition to psychology course work and non-psychology classes. The study abroad programs at the University of Exeter and the University of Sussex require students to enroll in two to three psychology classes from an approved list of courses, as well as additional, non-psychology elective courses. The program at the University of Queensland requires the student to enroll in two psychology classes and two elective courses outside of psychology, at least one of which must relate directly to Australia, as well as participation in a weekly brown-

bag/seminar. The program at the University of Haifa requires acceptance into their Psychology Honors Program where you will enroll in the Psychology Honors Seminar and one of the honors program courses, and also take at least one class directly related to Israel and/or the Middle East.

See, also, the description provided in the Psychology Department's brochure, *Psychology Study-Abroad Program*.

X. VOLUNTEER OPPORTUNITIES

The Psychology Department encourages students to become involved in community service activities. A variety of options are available for students interested in helping others. Listed below are some of the volunteer opportunities currently available:

ARIS After School Program – Students from the Washington University community are able to connect with members of the St. Louis community in this unique tutoring program which brings together refugees from Somalia and college students. Here, middle- and high-school age students work on their reading and writing skills, as well as working on any homework questions they may have. Contact: Meggie Haughey, Program Leader, mmhaughe@artsci.wustl.edu, Stephanie Sibia, Program Development Director, ssibia@wustl.edu, or David Shepard, Student Director dlshepar@artsci.wustl.edu.

Feed St. Louis - The purpose of *Feed St. Louis* is to promote food salvage from institutions and cafeterias (e.g. Center Court) where excess food would otherwise be wasted. The collection and responsibility associated with food pick-up would lie with the members of *Feed St. Louis*. Our goal is to run an efficient collection without hindering the operation of the food-providing institutions. The group would further work to inform the Washington University Community about the ever-presence of hunger and food waste. Contact: feedst@gmail.com.

Juvenile Detention Center - *Juvenile Detention Center* consists of a group of Washington University Students (ages 18+) who go over to the St. Louis Juvenile Detention Center and help tutor the kids for an hour and a half weekly. This group provides an opportunity for Washington University students to break the bubble and work with kids who are vastly different from the typical college atmosphere. Transportation to and from the Juvenile Detention Center is provided. Contact: Meredith Sigler, President, masigler@wustl.edu; Anna Sobotka, Treasurer, assobotk@wustl.edu; Julienne Kane, Vice President, jmkane@wustl.edu.

The Night-Off Program - *The Night Off Program* is a student-run program that provides parents of autistic children a "night off." It is extremely hard for these parents to find sitters, and, because of the costs associated with the treatment of autism, sitters often are too expensive. Caring for an autistic child full-time can be extremely demanding, and we would like to give these parents the break that they deserve. We are looking for students who would be willing to give up one night a month to sit for an autistic child and his/her siblings for free. We are especially in need of students who have experience with autism,

but all students are welcome to help. If you do not have experience with autistic children, you will be paired up with someone who does. Also, since the sitting takes place in the families' homes, it is preferable if you have access to a car. If interested, please contact Ellie Pattanaik at nightoff@artsci.wustl.edu.

Relay for Life - *Relay for Life* is the American Cancer Society's signature fundraising activity. This unique event offers a community the opportunity to participate in the fight against cancer. Relay celebrates life and remembers those who have lost the battle against cancer. The money raised during this event goes to the American Cancer Society to help save lives through research, education, advocacy, and service. For more information on how you can get involved, contact relay@sugroups.wustl.edu.

Spotlight on Youth – *Spotlight on Youth* volunteers produce short plays regarding social issues, such as drug and alcohol abuse, domestic abuse, and racism. Plays are performed for St. Louis elementary and middle school students. Volunteers write scripts, perform, direct, or help design a mobile set. Levels of commitment vary. Contact: SpotlightOnYouth@gmail.com.

WU Locks of Love - *Wash U Locks of Love* is a national non-profit organization making wigs for children with long-term medical hair loss. Twice each year (fall and spring) a hair-cutting event is held in which professional stylists from nearby salons donate their time to cut hair. The hair is sent to the national Locks of Love headquarters where it is made into wigs. Locks of Love aims to provide the wigs to children for a very low cost. These wigs restore the child's confidence and give them the courage to outlast their disease. Contact: washuLoL@yahoo.com.

Washington University Marrow Registry (WUMR) - *WUMR* is a social action group dedicated to educating students, faculty, and community members about the life-saving opportunities associated with joining the National Marrow Registry. Each year we host a collection of drives at which anyone between the ages of 18-60 may joining the National Marrow Registry. Contact: Brayden Yellman, wumr@sugroups.wustl.edu.

YMCA - *The Campus Y* provides student-led programming throughout the academic year addressing a variety of issues, interests, and community needs. Contact information: phone (314) 935-5010, or email campusy@campusy.wustl.edu. Below are some of the community service programs available through the YMCA:

Greg Delos Y Tutor - Serve as a weekly tutor for community students at Wydown Middle School across from the South Forty, Brittany Woods Middle School in University City, or the Boys and Girls Club in East St. Louis.

Gateway - Serve as a classroom aide Saturday mornings through the Gifted Resource Council's gifted education program at Wydown Middle School. Assist in a variety of educational activities for students who are in grades K-8.

Arts and Kids - Create opportunities that expose children to the arts through painting, drawing, or participating in a weekly after-school craft project.

Campus Y Big Brothers Big Sisters - Act as a big brother or big sister for youth in the community by participation in one-on-one social and educational activities with elementary and high school aged children in University City.

Sunday with Kids - Develop friendships with children ages 5-13 on Sundays in a local non-profit agency through games, art projects, and sports.

LAUNCH (Learning and Understanding New Challenging Horizons) - Help first-year students make an easier transition to college life by organizing and being a counselor at a three-day pre-orientation retreat. Co-Directors and Leaders are selected early in the fall semester of the academic year.

Natural Ties – Develop meaningful friendships with young adults with physical/mental disabilities by participation in weekly activities.

S.A.G.E. (Service Across Generations) - Become a friend to senior citizens in the community through one-on-one interactions and group activities at a nearby nursing home.

Help to Heal - Provide childcare and tutoring (both academic and non-academic) for the residents of Lydia's House, a transitional housing facility for abused women and their children. Participants may also help raise funds for Lydia's House and increase domestic violence awareness in the local community.

Helping Hands - This program works with St. Patrick's Center to care for the homeless and raise awareness on-campus. Students will volunteer at St. Patrick's Center once a week working and interacting with people at the shelter.

XI. ACADEMIC ADVISING

For further information concerning the undergraduate program in psychology, please contact Ms. Dru Koscielniak, Psychology Building, room 419A; dkosciel@wustl.edu.

To declare a major in psychology, please bring a *Declaration of Major* form (available from the Office of the Dean of the College, South Brookings, room 205, or from the student's respective division), along with an unofficial copy of your transcript (available on WebSTAC) to Dru Koscielniak in room 419A of the Psychology Building. Ms. Koscielniak will assign you an advisor from within the department who seems most appropriate. Should students wish to select their own advisor, they should first consult with that faculty member and receive written approval prior to meeting with Ms. Koscielniak. The Department has developed a brief questionnaire that the student will be asked to complete after an advisor has been assigned. The questionnaire is designed to assist you in evaluating your plans and goals and to help your advisor in planning a program consistent with your needs and objectives.

XII. PSI CHI

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining scholarship in, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association and a member of the Association of College Honor Societies. The Washington University chapter of Psi Chi was established on February 29, 1984.

Students become members of Psi Chi by joining the chapters at the school they attend. The criteria for membership at Washington University are: 1) completion of at least three semesters of full-time courses, not including the current semester, 2) successful completion of at least nine units of psychology courses, 3) formal declaration of psychology as a major or minor field of specialization, 4) a minimum overall GPA of 3.00 or higher, 5) a minimum 3.30 GPA in psychology classes, 6) high standards of personal behavior, and 7) two-thirds affirmative vote of the membership selection committee.

The call for applications for membership is announced yearly. Students interested in Psi Chi may contact an officer of Psi Chi (the officers are listed in the Undergraduate section of the Psychology webpage, <http://psych.wustl.edu>). The faculty advisor to Psi Chi is Professor Leonard Green. All memberships are recorded at the national office by the chapters and are available permanently for reference purposes. The total number of memberships preserved at the national office during the first 54 years was 142,213; many of these members have gone on to distinguished careers. For example, a Psi Chi member who installed a chapter over 30 years ago was the featured speaker at that chapter's program in commemoration of Psi Chi's 50th anniversary in 1979. The member was B. F. Skinner; the chapter was Boston University.

Psi Chi serves two major goals. The first is the Society's obligation to provide academic recognition to initiates by the fact of their membership. The second is to involve members in activities that stimulate a further interest in the scientific, academic, and professional aspects of psychology. For example, the chapters make active attempts to nourish and stimulate professional growth through programs designed to augment and enhance the regular curriculum and to provide practical experience and fellowship through affiliation with the chapter. In addition, the national organization provides numerous programs to help achieve these ends. Among them are national and regional conventions held annually in conjunction with psychological associations, research award competitions, certificate recognition programs, and a quarterly *Psi Chi Newsletter*, which helps to unite the members as well as to inform and recognize their contributions and accomplishments. The chapter at Washington University also serves our students by sponsoring numerous events. Over the years, such events have included pre-registration peer advising in psychology, seminars on preparing for and applying to graduate school, student-faculty get-togethers, panel discussions on careers, and guest speakers.

XIII. INFORMATION ON GRADUATE STUDY IN PSYCHOLOGY

Students considering pursuing advanced training in psychology should speak with their advisors to discuss areas of graduate study, preparation at the undergraduate level, and procedures for applying to graduate schools. We recommend that the student read *Preparation for Graduate Study in Psychology: Not for Seniors Only!* available from the American Psychological Association, 750 First Street, NE, Washington, D.C. 20002-4242, attn: Book Order Dept. (1-800-374-2721; www.apa.org/books; e-mail Order@apa.org). The booklet is highly recommended for all undergraduates considering an advanced degree in psychology and is especially valuable to freshmen and sophomores. The booklet describes different specialty areas in psychology, describes how to prepare for graduate school, provides a recommended timetable for applying, explains ways of finding out about graduate programs and schools, etc.

During the junior year or beginning of the senior year, the student should look carefully at the *Graduate Study in Psychology* book, also available from the American Psychological Association. This book describes more than 500 graduate programs at both the master's and doctoral levels and should be consulted when considering the graduate schools to which one might apply.

For those students considering graduate study in clinical psychology and related fields, the book *Insider's Guide to Graduate Programs in Clinical & Counseling Psychology* (Guilford Publications; 1-800-365-7006; www.guilford.com; e-mail info@guilford.com) also may be of interest.

The Psychology Department conducts a yearly meeting in the fall semester on "Applying to Graduate School." At this meeting, faculty members and a graduate student provide information on how best to prepare for graduate school, on how to go about applying, and on different types of programs. The meeting is not for seniors only.

Professor Green has prepared a pamphlet, *On Applying to Graduate School in Psychology*, which is available to interested students. Copies may be picked up from the Psychology Department (Psychology Building, room 419A).

XIV. PSYCHOLOGY DEPARTMENT FACULTY AND INSTRUCTORS

Richard Abrams (Psychology, room 323B; 935-6538; rabrams@artsci.wustl.edu) Associate Professor (Ph.D. University of Michigan), conducts research on aspects of perception, attention, and motor control. His work addresses questions about the mental mechanisms that underlie overt movements of the eyes and limbs and covert movements of visual attention.

David A. Balota (Psychology, room 325B; 935-6549; dbalota@artsci.wustl.edu) Professor (Ph.D. University of South Carolina), works on issues related to visual word recognition, semantic memory, priming on implicit memory, and attention systems that modulate performance within each of these domains.

Deanna Barch (Psychology, room 345B; 935-8729; dbarch@artsci.wustl.edu) Associate Professor and Director of Graduate Studies (Ph.D. University of Illinois at Urbana-Champaign), has interests in cognitive and language deficits in disorders such as schizophrenia, and the neurobiological mechanisms that contribute to such deficits. Her research includes behavioral, pharmacological, and neuroimaging studies with normal and clinical populations.

John Baugh (Psychology, room 414D, 935-5960; jbaugh@wustl.edu) Professor and Director of African and African American Studies (Ph.D. University of Pennsylvania), is a sociolinguist who studies the social stratification of linguistic diversity in advanced industrialized societies, with particular attention to the linguistic plight of socially dispossessed populations. His work includes the study of African American vernacular English and experimental and legal examinations of linguistic profiling as well as other forms of linguistic discrimination.

Amy Bertelson (West Campus, Psychological Service Center; 935-6861; abertels@artsci.wustl.edu) Director, Psychological Service Center (Ph.D. Ohio State University), has interests in personality assessment (MMPI), women's issues, and insomnia. She teaches courses that focus on psychotherapy.

Pascal Boyer (Psychology, room 104; 935-8893; pboyer@artsci.wustl.edu) Professor (Ph.D. University of Paris/Nanterre), conducts research on cognitive development (particularly on early concepts of number, animacy, causation) and the way cognitive processes constrain the transmission of cultural knowledge.

Todd Braver (Psychology, room 341B; 935-5143; tbraver@artsci.wustl.edu) Associate Professor (Ph.D. Carnegie Mellon University), has interests in cognitive and neural mechanisms underlying memory, attention and controlled processing. His research combines computational modeling, functional neuroimaging, and behavioral studies.

Brian Carpenter (Psychology, room 235G; 935-8212; bcarpent@artsci.wustl.edu)
Assistant Professor and Coordinator of the Internship Program (Ph.D. Case Western Reserve University), conducts research on the clinical psychology of aging, specifically the influence of attachment bonds between older adults and their families and the assessment and implementation of psychosocial preferences in long-term and community-care settings. He also is interested in gerontology education and mechanisms for promoting intergenerational solidarity.

Ian G. Dobbins (Psychology, room 315A, 935-7345; iodobbins@artsci.wustl.edu)
Associate Professor (Ph.D. University of California-Davis), conducts research on human memory, specifically investigating the role of prefrontal cortex (PFC) during deliberate recovery of memories using functional magnetic resonance imaging (fMRI) brain scanning techniques. He also is interested in non-strategic rules of thumb and implicit learning mechanisms that may govern memory attributions.

Jan Duchek (Psychology, room 410B; 935-7445; jduchek@artsci.wustl.edu)
Associate Professor (Ph.D. University of South Carolina), studies cognitive mechanisms that underlie performance of everyday activities in healthy aging and dementia of the Alzheimer type (DAT) through the use of basic experimental tasks. Her research addresses deficits in attentional control and how a frontal control system may modulate memory deficits in aging and DAT.

Stanley Finger (Psychology, room 408D; 935-6513; sfinger@artsci.wustl.edu)
Professor (Ph.D. Indiana University), is researching the history of the brain sciences. He is completing a book that looks at the lives and contributions of the most important brain scientists from antiquity to the present.

Leonard Green (Psychology, room 415B; 935-6534; lgreen@artsci.wustl.edu)
Professor and Director of Undergraduate Studies (Ph.D. SUNY at Stony Brook), studies choice and decision making in rats, pigeons, and people. His research on choice extends to the areas of self-control, behavioral economics, and the discounting of delayed and probabilistic outcomes.

Sandra Hale (Psychology, room 423B; 935-6664; sshale@artsci.wustl.edu)
Associate Professor (Ph.D. University of Wisconsin-Milwaukee), conducts research that focuses on developmental changes in speed of information processing across the life span and on the role of age-related differences on other aspects of cognition.

Denise Head (Psychology, room 339B; 935-8732; dhead@artsci.wustl.edu)
Assistant Professor (Ph.D., University of Memphis, 2001), conducts research on the neural substrates of cognitive aging. Her research uses behavioral testing and neuroimaging in healthy and pathological aging (e.g., dementia of the Alzheimer type) populations.

Larry Jacoby (Psychology, room 425B; 935-6795; lljacoby@artsci.wustl.edu)
Professor (Ph.D. Southern Illinois University), studies the distinction between consciously controlled and automatic processes. His research is aimed at showing the utility of that distinction for better understanding age-related differences in memory performance and at devising improved procedures for diagnosis and treatment of memory deficits.

Brett Kessler (Psychology, room 235A; 935-7612; bkessler@wustl.edu)
Assistant Professor (Ph.D., Stanford University), focuses on computational and experimental approaches to linguistics. He is particularly interested in language change, and in how people apply their implicit linguistic knowledge to tasks such as reading and spelling.

Alan J. Lambert (Psychology, room 319B; 935-7176; alambert@artsci.wustl.edu)
Associate Professor (Ph.D. University of Illinois), conducts research on the expression versus suppression of stereotypes. A primary goal of his research is to understand how aspects of the “situation,” the perceiver’s personality, as well as transitory mood states might lead people to use – or avoid using – stereotyped-based knowledge as a basis for responding to others.

Randy Larsen (Psychology, room 206; 935-6567; rlarsen@artsci.wustl.edu)
Professor and Chair of the Psychology Department (Ph.D. University of Illinois), has interests in emotion, primarily in terms of differences between people. Topics have included mood variability, jealousy, attraction, depression, post-traumatic stress disorder, emotional intensity, happiness or life satisfaction, vulnerability to positive and negative emotions, and strategies for the self-management of emotion. Emphasis is on understanding how and why individuals differ from each other in terms of patterns in their emotional lives.

Mark A. McDaniel (Psychology, room 235F; 935-8030; mmcdanie@artsci.wustl.edu)
Professor (Ph.D. University of Colorado), has research interests in the general area of human learning and memory. His research encompasses four arenas: prospective memory (remembering to perform some intended action at a particular point in the future); encoding processes in retrospective memory (e.g., effects of bizarreness on memory; encoding difficulty effects and application in education); retrieval processes and mnemonic effects of retrieval (e.g., testing to improve learning); and functional and intervening concept learning.

Kathleen McDermott (Psychology, room 343B; 935-8743; kmcd@npg.wustl.edu)
Associate Professor (Ph.D. Rice University), investigates the mechanisms underlying memory formation and memory retrieval. Her research uses both behavioral (traditional psychological) and functional neuroimaging (specifically, fMRI) techniques. Ongoing projects include explorations of the behavioral and neural mechanisms underlying false memories, the neural substrates of memory retrieval, and implicit (or unintentional) memory.

Michael Merbaum (Psychology, room 421A; 935-6584; mmerbaum@artsci.wustl.edu)
Professor (Ph.D. University of North Carolina), has a special interest in the effects of stress on behavior, self-control, and the efficacy of various psychotherapeutic treatment strategies.

Joel Myerson (Psychology, room 415A; 935-9815; jmyerson@artsci.wustl.edu)
Research Professor (Ph.D. Arizona State University), has interests in behavioral economics, choice and decision-making, cognitive aging, and individual differences in cognitive abilities.

Thomas Oltmanns (Psychology, room 219B; 935-6595; toltmann@artsci.wustl.edu) Professor and Director of Clinical Training (Ph.D. SUNY at Stony Brook), is interested in the assessment of psychopathology, especially limitations of self-report measures in the assessment of personality disorders. On-going projects are concerned with ways in which people see themselves, ways in which they are seen by other people, and their beliefs about what other people think of them.

Steven E. Petersen (Neurology, East Building, room 2108; 362-3319; sep@npg.wustl.edu) Professor (Ph.D. California Institute of Technology), has interests in functional imaging and cognitive neuroscience of language, memory, and attention.

James Reid (Psychology, room 207C; 935-6556; jdreid@artsci.wustl.edu) Lecturer and Clinical Supervisor (Ph.D. Fordham University), conducts research in two areas: one is Successful Aging, the other is Lesbian, Gay, Bisexual Identity. His work on successful aging addresses questions about psychological adaptations older adults make in order to maintain and enhance well-being in late life. In another area, he has studied prejudices of heterosexuals towards sexual minorities.

Heather Rice (Psychology, room 416C, 935-6514; hrice@artsci.wustl.edu) Lecturer (Ph.D., Duke University), conducts research on how humans retrieve memories of personally experienced events. She investigates how visual images that accompany retrieval can affect the content and phenomenological experience of a particular memory, specifically examining the effects of using a first-person or third-person visual perspective during retrieval. She also is interested in applying basic memory research to the classroom environment.

Thomas Rodebaugh (Psychology, room 339A; 935-8631; rodebaugh@wustl.edu) Assistant Professor (Ph.D. University of North Carolina at Chapel Hill), studies the anxiety disorders, particularly social phobia, as well as psychotherapy outcome and process. He is particularly interested in the integration of social psychological research into the domain of clinical psychology.

Henry L. Roediger III (Psychology, room 235C; 935-4307; roediger@artsci.wustl.edu) Professor (Ph.D. Yale University), has primary research interests concerned with human memory, especially retrieval processes.

Mitchell Sommers (Psychology, room 417A; 935-6561; msommers@artsci.wustl.edu) Associate Professor (Ph.D. University of Michigan), focuses on speech perception and auditory processing in young, elderly, and individuals with Alzheimer's disease. In general, his research examines both cognitive and psychoacoustic processing with the goal of establishing factors that may explain both normal and impaired spoken language abilities.

Martha Storandt (Psychology, room 325A; 935-6508; mstorand@artsci.wustl.edu) Professor (Ph.D. Washington University), specializes in research on the clinical psychology of aging. Much of her current research focuses on Alzheimer's disease, especially on how it differs in the early stages from normal aging.

Michael Strube (Psychology, room 317A; 935-6545; mjstrube@artsci.wustl.edu)
Professor (Ph.D. University of Utah), has primary research interests focused on self-knowledge, self-esteem, and decision-making.

Rebecca Treiman (Psychology, room 235H; 935-5326; rtreiman@artsci.wustl.edu)
Professor (Ph.D. University of Pennsylvania), is interested in language and language development. Her major focus is on the development of reading and spelling skills. Current research examines the spelling errors of normal and dyslexic children, the linguistic skills and knowledge that children bring to the task of learning to read, and theories and models of the reading process.

Simine Vazire (Psychology, room 235E; 935-5215; svazire@artsci.wustl.edu)
Assistant Professor (Ph.D., University of Texas at Austin, 2006), conducts research on the accuracy of self- and other-perceptions of personality. Her current work examines differences between how people see themselves, how they are seen by others, and how they behave. The overall goal is to understand the limits and function of self-knowledge and how feedback affects self-knowledge and personality. She also is interested in methodological issues involved with measuring behavior, self-reports, and peer reports.

Desiree White (Psychology, room 321A; 935-6511; dawhite@artsci.wustl.edu)
Associate Professor (Ph.D. Washington University), examines the neurocognitive consequences of brain damage in children and adults. She has focused her investigations on working memory and the use of long-term memory strategies by individuals who have experienced damage to the frontal and frontostriatal regions of the brain.

Denise Wilfley (Psychology, room 235I; 935-7650; dwilfley@artsci.wustl.edu)
Professor (Ph.D. University of Missouri, Columbia), is interested in the causes, prevention, and treatment of eating disorders and obesity across the age spectrum. Current projects include the examination of an Internet-based intervention for the prevention of eating disorders, an investigation of family-based, weight-loss maintenance treatments for the overweight children, and an evaluation of the effectiveness of psychological treatments for binge eating disorder.

Carol Woods (Psychology, room 235D; 935-8244; cwoods@artsci.wustl.edu)
Assistant Professor (Ph.D. University of North Carolina at Chapel Hill). A general goal of Dr. Woods' research is to improve the quality of tools used to measure psychological constructs, especially those related to anxiety disorders. Currently, the majority of her work pertains to the development and implementation of novel procedures for fitting logistic item response theory models to enhance their applicability to measures of psychopathology.

Jeff Zacks (Psychology, room 419B; 935-8454; jzacks@artsci.wustl.edu)
Assistant Professor (Ph.D. Stanford University), studies cognition in complex, dynamic domains. His research combines behavioral experiments, functional neuroimaging, and information technology design to study event perception and mental spatial transformations of the body.

XV. ADJUNCT AND RELATED FACULTY

Robert Almli (Occupational Therapy, 4444 Forest Park Building, room 522; 286-1647; almli@ot-link.wustl.edu) Associate Professor (Ph.D. Michigan State University), has interests in developmental neuropsychobiology of motor, attention and cognitive systems; infant brain damage, neuroplasticity, and recovery of function in animals and humans.

Vicki K. Carlson (Psychology, room 408D; 935-5879; vcarlson@artsci.wustl.edu) Research Associate (Ph.D. University of Colorado), has interests in developmental psychology, particularly socioemotional development and infant-parent attachment relations, developmental psychopathology, prevention of childhood psychopathology, and ego development.

Robert M. Carney (Psychiatry, Bank of America, room 420; 286-1300; carneyr@psychiatry.wustl.edu) Professor of Medical Psychology (Ph.D. Washington University), has interests in health psychology, particularly psychological factors affecting medical illness, especially heart disease.

Patty Cooper (West Campus, Psychological Service Center; 935-6555; pcooper@artsci.wustl.edu) Director, Neuropsychology Service, Psychological Service Center (Ph.D. Washington University), supervises the clinical psychology graduate students in psychotherapy and neuropsychological assessment.

Kenneth E. Freedland (Behavioral Medicine Center, Bank of America Building, 4625 Lindell Blvd., Suite 420; 454-8665; freedland@psychiatry.wustl.edu) Associate Professor and Associate Director of Behavioral Medicine (Ph.D. University of Hawaii), studies the role of depression, anxiety, stress, social support, and other psychosocial factors in heart disease. His research also focuses on cognitive-behavioral approaches to treating these problems.

Barry A. Hong (Psychiatry, Room 330, Wohl Clinic Building, 4940 Children's Place; 362-4270; hongb@psychiatry.wustl.edu) Associate Professor of Medical Psychology (Ph.D. St. Louis University), has interests in psychological and psychiatric aspects of AIDS/HIV, clinical assessment and follow-up of kidney and liver transplant recipients, organ donor behaviors, medical psychology, and behavioral medicine.

Delores K. Kennedy (College of Arts & Sciences, 205 S. Brookings; 935-6872; dkkenned@artsci.wustl.edu) Lecturer and Associate Dean of the College (Ph.D. The Pennsylvania State University), has interests in adolescent development.

Patrick J. Lustman (Psychiatry, 4940 Children's Place; 362-2428; lustmanp@psychiatry.wustl.edu) Professor of Medical Psychology (Ph.D. Michigan State University), has interests in psychosomatic medicine and interactions between psychiatric disorder and medical illness, in particular diabetes and gastrointestinal disorders.

John Newcomer (Psychiatry, 660 S. Euclid, Renard Building, room 4410; 362-2459 or 362-5939; newcomej@psychiatry.wustl.edu) Assistant Professor of Psychiatry (M.D. Wayne State University), studies neurochemical regulation of memory function.

John Rohrbaugh (Psychiatry, Bank of America Building, 4625 Lindell Blvd; 454-3606; Psychology, room 431B; jwrohrba@artsci.wustl.edu) Associate Professor of Psychology in Psychiatry (Ph.D. University of Illinois), studies human psychophysiological activity related to attention and cognition in normals and in patient populations. An area of emphasis is the causes and consequences of alcohol, nicotine and other substance abuse.

XVI. PROFESSORS EMERITI

Ira Hirsh (Psychology, room 416C; Central Institute for the Deaf; 977-0265; irahirsh@artsci.wustl.edu) Professor Emeritus (Ph.D. Harvard University), is interested in speech, hearing and auditory perception.

Richard M. Kurtz (Psychology, room 235I; 935-6599; rmkurtz@artsci.wustl.edu) Associate Professor Emeritus (Ph.D. University of Cincinnati), researches the fundamental parameters that influence hypnosis as trait and state. His research addresses questions about the role that expectancy plays in core hypnotic phenomena.

Jane Loevinger (Psychology, room 408D; 935-5879; jloeving@artsci.wustl.edu) Professor Emerita (Ph.D. University of California-Berkeley), does research in the measurement of ego development using the Sentence Completion Test, a widely used semi-projective test.

Anthony Schuham (schuham@mindspring.net) Associate Professor Emeritus (Ph.D. Washington University), has interests in family interaction and child psychopathology.

John A. Stern (Psychology, room 315B; 935-6535; jastern@artsci.wustl.edu) Professor Emeritus (Ph.D. University of Illinois), is interested in the use of physiological measures to make inferences about cognitive activity.

Robert L. Williams Professor Emeritus (Ph. D. Washington University) is interested in minority mental health issues, Afro-American language structure, and black psychology.

XVII. PSYCHOLOGY DEPARTMENT CONTACTS

Professor Randy Larsen, Department Chair
room 206, 935-6567, rlarsen@wustl.edu

Cheri Casanova, Administrative Assistant to the Chair
room 206A, 935-6567; cbcasano@wustl.edu

Jim Clancy, Departmental Administrative Officer
room 221B, 935-4219, jclancy@wustl.edu

Professor Leonard Green, Director of Undergraduate Studies; Practicum Coordinator
room 415B, 935-6534, lgreen@wustl.edu

Dru Koscielniak, Undergraduate Coordinator
room 419A, 935-5169, dkosciel@wustl.edu

Professor Brian Carpenter, Internship Coordinator
room 235G, 935-8212, bcarpenter@wustl.edu

Dr. Joel Myerson, Study Abroad Coordinator
room 415A, 935-9815, jmyerson@artsci.wustl.edu

Professor Thomas Oltmanns, Director of Clinical Training
room 219B; 935-6595; toltmann@artsci.wustl.edu

Professor Mitch Sommers, Honors Coordinator
room 417A, 935-6561, msommers@wustl.edu

Professor Michael Strube, Associate Chair
room 317A; 935-6545; mjstrube@artsci.wustl.edu

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room 221C, 935-6529, atoenjes@wustl.edu

Dale Wineinger, Systems and Network Administrator
room 433C, 935-6828, dalewineinger@wustl.edu

NOTES: