

MIND OVER MATTER

UNT UNDERGRADUATE PSYCHOLOGY NEWSLETTER



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A Note from the Editor-in-Chief

I am ecstatic to share this edition of Mind Over Matter with you all. This year, the Undergraduate Psychology Newsletter provides students insight into many different aspects of Psychology such as conferences, research, and future career paths. Now, these resources are helpful, but this is only the first step. Students should really try and engage with the Psychology Department, especially those seeking graduate careers. So, in addition to reading about the exciting facets of entailed in here, see how you can get involved in different ways. As always, the Psychology Department is here for you and they want to be successful.

Mind Over Matter will continue to provide students with helpful and engaging resources. Best wishes to the undergraduates as you begin, or continue your college career. College can seem difficult at times, but there are many resources that make it more manageable.

- Brooke Tompkins

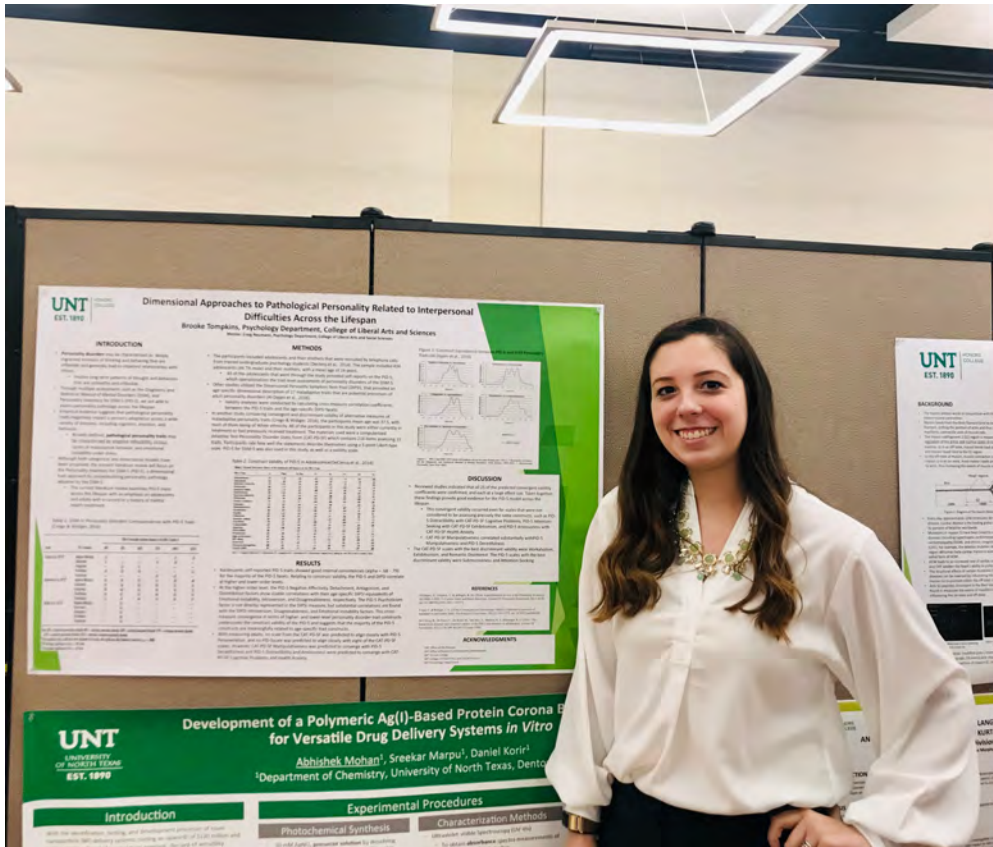
CONFERENCES

BY ANDALUSIA HINOJOS

Attending conferences can be intimidating, but Nathan Kearns, a doctoral student in Behavioral Science at UNT, has some helpful tips for preparing and getting the most out of the experience. If you are a member of a research team, ask your lab-mates which conferences they regularly attend. As an undergraduate, one of the most important aspects of attending conferences is cultivating in-person connections with faculty members and other undergraduate or graduate students. The easiest way to do that is by asking either a graduate student or a faculty advisor to introduce you and help establish those connections. Discuss which conferences your research lab will attend and see if any overlap with your own interests. Large conferences, such as APA, ABCT, or APS may be daunting, but they are excellent experiences that offer more opportunities than some smaller conferences.

How to Prepare:

Whether you are presenting research or simply becoming familiar with the process, there are different ways to prepare. If you plan to present a poster, make sure that you are familiar with your materials and well-versed in your study. Many students attend conferences to gain experience, see the different types of research being presented, and network before fully “diving in.” If that is your case, then talk to your research team and plan the types of activities you hope to do at the conference. Most conferences



have itineraries posted beforehand, so examine them and select events which fit your interests to participate in. Attending the conference with a mentor can be very beneficial and help to make the most out of your trip.

It is normal to be nervous when attending a conference for the first time: if someone asks a question about your project and you do not

know the answer, say as much and take advantage of the opportunity to confer with your lab-mates. If you are nervous about presenting your poster, practice by presenting it in front of friends or lab-mates who can offer suggestions. When first preparing for the conference, the itinerary will list all of the different seminars available and who will be presenting. If you see something that matches your interest, then familiarize yourself

with that professor's research and background so that you can ask questions afterwards. One of the most nerve-wracking parts of the conference-going process can be approaching professors and introducing oneself. Make sure you have questions prepared for them, and let them know how much you appreciate their work. An easy way to connect with presenters is to ask for their materials, such as slides. If they agree, you now have their contact information and a reason to reach out to them in the future -- you have made a connection.

RESEARCH OR PRACTICE?

BY MICHAEL REYES



OR



Some Psychology majors elect to continue on to graduate school after completing their undergraduate degrees. It often seems that, the more we learn, the more we realize we do not know, and this thirst for knowledge drives us to apply to master's or doctoral programs. Upon completion, we then face the "real world." But then what? Two major options for Psychology students are to perform research, or get your license and become a clinician. But how does one decide?

What is it like to do research? First, you have to find something that truly interests you and that you are willing to spend hours-upon-hours reading about and years

studying. Also, you will have to be comfortable *Both career options have their pros and cons, making it hard to know where to begin...*

with the fact that even some of the most successful articles are only ever seen by a few hundred people. At the same time, research is a space where you can seek answers to questions no one else has found yet (or perhaps even thought to ask). There is wonderful fulfillment in exploring the mind and how people behave in new ways that might one day bring about real change in the world.

On the other hand, some people choose to become licensed, practicing clinicians that

see real people every day. Clinicians develop relationships and plans of treatment that aim to raise the level of functionality and fulfillment in people's lives. Some days you may end up seeing seven or eight clients. There is ultimately no more of a direct impact one can have on the life of another.

Both career options have their pros and cons, making it hard to know where to begin when choosing your career path. One theme that popped up consistently across the several interviews I conducted was the importance of gaining experience whenever possible. It is hard to know whether or not you will enjoy research until you have actually been a part of it. UNT is very fortunate to have many labs that accept undergraduate research assistants. They cover a range of research focuses, from psychopathy, to post-traumatic stress disorder (PTSD), to multicultural research, to

Find a combination that works and feels comfortable for you. much more. Go to your professor's office hours and reach out to teaching assistants -- the more

interest and initiative you display when seeking out opportunities, the more likely you are to find what you are looking for and be noticed.

When it comes to clinical experience, some graduate students enter the field having already worked as mental health technicians at local hospitals. Others find jobs working in the field of Applied Behavioral Analysis with kids who have learning disabilities. Even if you aren't lucky enough to find a paid position in your desired field, there are a plethora of volunteer opportunities that provide the same level of invaluable experience. You can volunteer at a local correctional facility or area non-profit, to name a couple. The possibilities are endless if you are willing to look for them.

If, after all of your experiences, you are still unsure as to which route to follow, go talk to someone! Academic advisers are a resource always at your disposal and ready to help. Professors also offer great advice: talk to them about their journey to where they are today and let them impart their knowledge and wisdom to you. Lastly, graduate students are smart, approachable people who can provide you with valuable information. Graduate students are especially helpful because they understand what you are going through more than anyone else.

If you are still indecisive, you may choose a career that marries the two options above. Many researchers study the effectiveness of clinical interventions, and to do so must be both active clinicians and researchers. Another alternative is to become a professor who provides clinical training, but still remains active in their own field of research. In doing so, you will train future professionals, thereby indirectly touching the lives of many more people than you ever could on your own, all while never having to give up conducting research. . Ultimately, find a combination that works and feels comfortable for you. Whatever you end up choosing to do, make sure that it is something you love and feel passionate about.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

An Interview with Lisa Kastner

BY HANNAH BOYD

As an undergraduate student majoring in Psychology, I often think about what I want to do for the rest of my life. During my time researching different Psychology graduate programs, I discovered a graduate degree called Industrial and Organizational Psychology. As I began looking into this degree, I became very interested in it. It is not necessarily a common degree path, or one that many people even know about, so I hope to bring more attention to it with this article. Shortly after I started researching this degree, I learned that my mother actually knew of someone who got this very degree in graduate school: Lisa Kastner earned her master's degree in Industrial and Organizational Psychology and Management from Stephen F. Austin State University. The following is the conversation I had with Ms. Kastner regarding the degree and her experience with it:

Q: Why did you go into Industrial and Organizational Psychology? How did you hear about Industrial and Organizational Psychology?

My journey into I/O was really fragmented and unplanned, actually, truth be told, I was going to school to be a Child Psychologist...and I was really passionate about being a therapist, specifically for children. However, I had absolutely no idea what that meant, and found myself in therapy sessions really torn to pieces dealing with the real-life issues the children and their families were dealing with. At the same time, I was taking courses in business school (was going to open my own business as a child psychologist and thought I would need the business element) and was also taking both I/O and Experimental Psych classes "for fun" as electives. I found myself loving the experimental class, as well as the I/O material and decided immediately to switch my career. I had been in PSI CHI and had presented several types of experimental research at forums across the U.S. as an undergrad, so the research elements were a natural interest for me, but what I really loved was the idea that we could use data, insights, etc. to really impact peoples' lives while they are at work. I also had two incredible professors who took the time to have hours of conversations one-on-one with me about the pros, cons, benefits, etc. of each career.



Q: What type of job did you start with after getting your degrees? Where did you go from there, job-wise?

I actually started in Network Planning and Engineering at AT&T of all places! I had the immense blessing and privilege to be able to conduct my thesis research at AT&T (Southwestern Bell at the time) in the Network Planning and Engineering teams located in Dallas, Houston, and San Antonio. That thesis work involved personality assessments, teamwork, and really getting into the nuts and bolts of how the team functioned at a time when they were launching a new subsidiary in the business. The team in Dallas ended up offering me a job once the thesis was over, and I just couldn't turn it down.

My role there was both the Human Resources Specialist for the team, as well as being the Budget lead for the Business Unit. From there, I have literally had a new role every 18-24 months and have been blessed to get to work in almost every business unit we have, including IT, Consumer Sales and Service (think cell phones, internet, etc.), the launch of our TV segment, running call centers and retail stores, serving as a Chief of Staff multiple times, leading a customer experience team, and in four different roles in Human Resources (Executive Development and Education, Customer Experience, Talent Acquisition & Staffing, Human Resources Partner, Workforce Analytics and Workforce Transformation). I currently have the blessing of leading our AT&T University!

Q: Did you work while earning your degrees? If so, where?

I did. During undergrad, I worked at a local learning center (daycare) and was also a tutor through the university. During my grad school, I was an assistant TA and then an "adjunct professor" and taught both Psychology 101 and Behavior Modification to undergrads.

Q: What is your current job? How did you get there? How do you use your background in psychology?

My current title is Vice President, AT&T University. I've had 10-12 different roles in the last 18 years in everything from Network, to HR, to Consumer Sales and Service, to Video Services, to Customer Experience, to Workforce Transformation. I've led sales and support teams, network technician teams, data analytics teams, human resources business partner teams, served as a Chief of Staff to officers running teams the size of Coca-Cola and even worked in IT. I use psychology in one-hundred different ways daily, and have in every job I've had over the past 18 years.



Leading virtual teams, collecting and using workforce/people analytics to drive organizational results, creating diverse teams, talent development, workforce transformation (skill development, workplace culture, etc.), employee engagement, and even understanding people's motives to increase sales and create passion to serve customers better! On a really basic level, just the pure understanding that people do the things they do for all kinds of reasons... and giving people the benefit of the doubt when working with others, peers, a team leader, a supervisor, etc.

Q: What was your job like as an industrial and organizational psychologist?

It's been different over the years depending on the role I've had. I've managed all HR needs for engineering and technology teams, led new product launch teams, led 400 person call centers, led staffing teams with employees around the globe, created executive development courses for top C-level executives, conducted 800-1000 person employee development and training events, created organizational development activities strategically aligned to hone in on teams' needs, redesigning business units to maximize organizational effectiveness, created/executed employee communication strategies for large organizations (200,000 people) and, in my current role, lead teams who design and deliver leadership curricula for our entire AT&T portfolio of companies (five companies, almost 300K employees and in 47 countries world-wide). I spend a substantial amount of time providing career counseling as well.

Q: What was/is your favorite part of your job as an industrial and organizational psychologist?

Making a difference in people's lives every single day. Watching people achieve things they never thought was possible.

Q: What was your reasoning for going into the field of industrial and organizational psychology?

The work was incredibly interesting to me and I wanted to make the world a better place through people at work.

Q: Do you have any advice for students interested in Industrial and Organizational Psychology? How can we make ourselves, as undergrads, more attractive to graduate programs?

I'm not sure I am qualified to answer what will make you more attractive to grad programs. I've never been on an admissions board. I have over 15 years of experience hiring people, though. It may be helpful to know that your internships and research help tremendously to hiring managers, but your attitude, aptitude and ability to work with others (teamwork) will set you apart. The world is changing at such a fast pace now, that being able and willing to learn anything new as needed is a tremendous

asset, as is working with others to achieve mutually-beneficial results.

Q: Do you think that there is going to be a rise in demand for people getting graduate degrees in Industrial and Organization Psychology?

That's a very interesting question. I've not researched this in recent years, so my reaction here is pure gut and experience. What I will say is that the need for highly analytical, data-based professionals who understand not just research and analyses, but who can relate to people, inspire and motivate others, and use data to drive change and innovation is rising daily. Whether it's workforce analytics through big data of people to drive retention, attraction and diversity initiatives, workforce transformation tactics to reskill for the future, or helping business unit leaders identify strategies to communicate change, I/O fits right in the middle. And, as we become more internationally connected, the need for multicultural understanding/appreciation and ability to team with others to drive results is ever-so important to success. The advanced curricula (coursework and practicum) offered in graduate programs certainly help ready individuals interested in helping business people daily.

RECOMMENDATION LETTERS

By Andalusia Hinojos

FOR MANY STUDENTS, GRADUATION IS JUST AROUND THE CORNER, WHICH MEANS THAT for some applying to graduate school is a priority. This can be a stressful experience, so here are some tips to help you navigate the process of asking professors for letters of recommendation. While grades are an important factor in getting accepted into graduate school, recommendation letters can be the deciding factor of admission.

Who to Ask:

Professors most commonly write recommendation letters, but any professionals who



have supervised a student's work in academia or research are appropriate people to ask. Ideally, it should be someone who has worked with the student in a one-on-one situation, be it in a classroom, research laboratory, or volunteer workplace. While a prestigious name on a recommendation letter may catch attention, if that person does not know the student well, then their letter

will be generic and bland. Rather, a letter from someone who knows the student either personally, academically, or professionally will make their application stand out. A professor who you did not interact with much is probably not the best person to ask, even if you did well in their class. Instead, ask a professor who: you have taken/are taking a class from and who knows you and your work, works at the university you are earning your bachelor's degree from, and/or who has earned the degree in which you seek to do graduate work. These professors are most likely to write you a positive and engaging letter.

How to Ask:

Asking professors for letters of recommendation can be intimidating, but can also be an easier process than one may think. Depending on how well you know the professor, you may ask them via email. Even if you have an informal relationship with the professor, your emails should always be professional. If you do not feel comfortable asking for a recommendation letter via email, set up an in-person appointment to meet with your professor. This may be the best option for professors who you have not seen in a while. During this meeting, discuss your academic interests and career aspirations. Never ask your professor for a recommendation letter in passing in the hallway or after class. If you plan to ask a professor who has

Never ask your professor for a recommendation letter in passing in the hallway or after class. not known you for a long time, it is a good idea to bring transcripts, your resume/CV, sample essays, abstracts of relevant research you have written, and honors/awards that you have received.

When to Ask:

The timing of your request will depend on the progress of your application, but you should ideally have your recommendation letters arranged two-to-four weeks before you plan to submit your application. Whatever you do, do not procrastinate. Your professors are very busy and have their own deadlines to meet, including other recommendation letters to write -- give them as much time to write yours as possible, both as a courtesy to them and to ensure the best recommendation possible. Do not be shy about checking in with your professor to ensure that they make the deadline, but never pester them. Later, take the time to let them know the outcome of your application -- it is courteous to do so and they will want to know! Asking for recommendation letters can be daunting, but if you do what is necessary, to earn your professors' attention and respect, it is possible to receive glowing recommendations that will impress the graduate schools you hope to attend.

FORENSIC PSYCHOLOGY

By: Jeff Rutherford

According to the Merriam-Webster dictionary, the definition of forensic is: relating to or dealing with the application of scientific knowledge to legal problems. Many people immediately think of crime scene investigation or blood-spatter analysis when they hear the word, but the term actually applies to all forms of science, including social sciences, and is becoming increasingly more important to legal institutions.

The first known research concerning forensic psychology dates back to James McKeen Cattell in 1893. Cattell was the first American Psychology professor and President of the American Psychological Association. Cattell conducted research at Columbia University exploring the psychology of testimony. Cattell's research paved the way for future psychologists to delve deeper into the applications of psychology to the law.

Today there are many career options that are available to those interested in a Forensic Psychology career. One task for Forensic Psychologists that may be familiar to the public is the provision of expert opinion concerning an individual's mental state in certain criminal cases. A lot of research is also conducted by Forensic Psychologists regarding emotions, behaviors, and mental states of participants in court cases. These psychologist also assist attorneys in many ways whether it be to help attorneys with jury selections or recommending case strategies concerning the presentation of evidence and legal arguments. Outside the courtroom Forensic Psychologists also have the job of teaching and training local law enforcement and legal professionals of the importance of Forensic Psychology in law enforcement as well as tactics regarding the analysis of mental states and criminal behavior.

Research and professional insight from trained psychologists is necessary in order to understand the psychological profiles of defendants, law enforcers, and plaintiffs. However, law and psychology do not always combine easily: law enforcement and court systems prefer clear-cut solutions and an adversarial approach over advocacy, while psychologists typically favor non-dichotomous solutions (i.e. more than two options). There are certain utilization's of psychology that the law usually recognizes, such as profiling for competency and custody evaluation, determining the effects of testimony, and aiding the process of interrogations and confessions.



If you are a psychology student or considering becoming one, consider the changes you could make to our country's justice system using legal and psychological methods. If you are dissatisfied with the current state of American court systems, or if you simply wish to improve them, you should consider Forensic Psychology.

GRADUATE STUDENT INTERVIEW

By: Hannah Kelm

Hannah Kelm (HK): Would you like to quickly introduce yourself?

Cameron Davis (CD): Hello, my name is Cameron Davis and I am a 2nd year doctoral student in the Counseling Psychology Program here at UNT. I am a local and native Texan, but hate sweet tea.

HK: Where did you earn your bachelor's degree? Did you major in Psychology? Did you have a minor(s)?

CD: I graduated from Texas A&M University in 2012 with a B.S. in Psychology. I also obtained a M.S. in Counseling from Southern Methodist University in 2016.

HK: Did you participate in research during your undergraduate years?

CD: During undergrad I was not involved in any active research. It wasn't until I went to my master's program that I became more interested in research. I obtained a part-time research position at UTSW focusing on traumatic brain injuries. While research opportunities are more readily available at a place of higher education, never think that those are your only options. Be creative, university hospitals are always looking for help on projects.

HK: Is there anything you regret not doing academically during your undergrad?

CD: I think undergrad is a time when you are trying to figure out what you want to do long term. As such, I wish I would have taken more advantage of seeking after resources, mentors, and other professionals in the field. I spent all of undergrad thinking I wanted to go to medical school. I did everything that a pre-med student did but found that counseling is what my heart really wanted to do. I wish I could have saved myself the trouble of taking extra classes that I didn't have to take. So I guess, all in all, find a mentor and expand your possibilities.

HK: What was the most important thing you did as an undergrad, that you feel helped you get into graduate school?

CD: Not so much in undergrad, but in my master's program I sought out all the ways in which I could improve or make my application stand out. I sought after research experiences, increased my clinical experience, and pursued leadership opportunities in the organizations that I was a part of. Admission decisions are not based solely on GRE scores. You have to be able to show that you have a variety of experiences and can add to the learning environment of whatever program you end up in. While scores are important, they most certainly are not everything!

HK: How did you study for the GRE? When did you take it? How many times did you take it?

CD: I took the GRE three times. The first time I just took it cold turkey to see what my score would be. I applied to a master's program with that score and then got in. I knew I wanted to get a PhD so I decided to take the GRE again in order to make me competitive for doctorate level admissions. I enrolled in a Princeton Review GRE course and studied independently for the last two examinations. There was a specific score that I wanted to achieve, and I was going to keep taking it until I broke that threshold.

HK: What are you studying as a graduate student? What are your research interests?

CD: Currently, I am in the minority wellness cluster of the Counseling Psychology Program. Specifically, my research is focused on improving the quality of life for people live with HIV, as well as exploring ways in which to increase experiences of acceptance and belonging amongst racial, ethnic, and sexual minorities. Clinically, I enjoy working with adolescents and young adults dealing with a variety of adjustment and salient life issues.

HK: What do you feel is the most unexpected aspect of graduate school?

CD: I think the most unexpected aspect of graduate school is the recognition that you are able to do far more than what you think. I have never been pushed so hard in my life, but the feeling of accomplishing it all has been amazing. You never really know



CD: how much you can endure until you go through it, and I can honestly say that I have been through a lot and that I have overcome it all. That feeling, I think, is what makes it all worth it.

HK: Would you recommend going into a master's or a doctoral program? What's the difference between the two?

CD: I obtained a master's in Counseling before starting the doctorate program here at UNT. I think either route would be fine, but I think it comes down what your long-term goals are. While both options have the opportunity to end at the same spot, I think the decision to obtain a master's is more just a matter of preference. Many people are able to obtain entrance into a Doctorate program without a master's but I definitely think that road is more challenging. Obtaining a master's allows you to demonstrate competency in graduate school, obtain research experience, and also allows the opportunity for clinical experience as well.

HK: What do the different programs consist of? What are the expectations of a graduate student?

CD: Here at UNT, we have three different graduate-level Psychology programs. Brief descriptions of the programs can be found below:

Counseling Psychology - Focuses on the treatment of individuals struggling with the tasks of daily life. Core characteristics include assessment, diagnosis, and therapeutic interventions. Counseling Psychology places a high emphasis on the therapeutic interventions needed to resolve emotional distress. Tends to focus on individual strengths and seeks to treat the whole person.

Clinical Psychology - Focuses on the treatment of individuals struggling with severe maladaptation. Core characteristics include assessment, diagnosis, and therapeutic interventions. Clinical Psychology places a high emphasis on the clinical assessment of individuals. Tends to more closely aligned with the traditional medical model. Places a high importance on diagnosis and assessment techniques.

Behavioral Science - Focuses on the large-scale study of human behavior. This program is research intensive with a heavy emphasis on the collection, analysis, and publication of scientific literature regarding a variety of psychological topics.

As a graduate student it is expected that you will be able to absorb massive amounts of information, think critically about the information, and present in a manner that is easily digestible. If the purpose of undergrad is to help teach you how to think critically, then graduate school is focused on how to use that information ask questions, answer

HK: What does your daily life as a graduate student look like?

CD: Life as a graduate student is comparable to working a standard 8-5. I typically am on campus by 8 a.m. and then from then on, I am busy with personal class, teaching undergraduate classes, seeing clients, and doing research. Honestly, life as a graduate student is extremely hard work. However, with proper time management you can get it all done. It is not uncommon to have 12-to-13-hour days. There will always be work that needs to get done, but you find your system to get stuff done and then you just grind it out! Having personal boundaries is key to success. For instance, I only work on school tasks between the hours of 8-5 Mon-Fri. If it doesn't get done during the week then it will be tabled until the following week. I don't like to work on the weekends and that is the balance that I have found that works for me. You will have to find what works for you.

HK: What are your plans for after you graduate? What certifications will you be getting?

CD: After graduation I would like to pursue a career as a licensed psychologist at a University Medical Center (like UTSW). I believe that being in this role would allow me the opportunity to teach, do research, and also provide mental health services to clients. One of the main struggles I currently face is channeling my focus to a specific career end. I want to do it all, so finding a long-term career that allows for that is my current goal.

HK: Are there any other lessons that you've learned and would like to give to undergraduate Psychology students?

CD: Take advantage of the opportunities and resources available. Networking is made out to be this scary word, but honestly is one of the most important things to learn as an adult. Go out and make connections with professor, TAs, TFs, and other professional out in the community. Having guidance from mentors is so important! Keep building your social and professional networks. Clarify your goals, seek guidance from professionals or advanced students, and work on building your resume.

HOW TO EXPLORE A CAREER (YOUR FUTURE CAREER!) IN PSYCHOLOGY

By: Charles A. Guarnaccia, Ph.D.
Undergraduate Program Director

A great place to explore a career in psychology (as I say above, your future career!) are the online resources from the American Psychological Association (APA). The APA can be your go-to website for modern psychology career information. APA is the largest and most comprehensive psychological professional organization in the world and because of that it often leads the way in our field. You can use some of the APA resources right now, even if you are not yet an Undergraduate Student Affiliate Member of the APA.

You might want to start looking at APA resources at <https://www.apa.org/careers/>, go down this page and look at the links under “Your Career Path.” Here, look at the first subheading, “Thinking about a career in psychology?,” and you will find descriptions under “Some of the subfields in psychology,” of major ways psychologists specialize within different subfields. Many, but not all, of the careers described here typically require a Ph.D. or other doctoral level degree.

Before you plan too far into the future for a doctoral degree, let’s step back and take first things first. As you are just now beginning your UNT undergraduate career in psychology, you may want to see what APA has to say in the next heading down on <https://www.apa.org/careers/> under “Your Career Path,” this one is “How to find a job with an undergraduate degree in psychology.”

In this undergraduate jobs section, you will see that although most people who graduate with a psychology bachelors’ degree do not get a job directly in psychology, today’s employers want the skills you get with a psychology degree! Please read this “jobs” section carefully; APA notes here that when you have an undergraduate degree in psychology, “(e)mployers of all stripes want and need your communication and interpersonal skills; your ability to collect, organize, analyze and interpret data; and, perhaps most important, your strong understanding of human behavior.”

This insight is particularly important! It tells us that besides people skills (that’s why you decided to major in psychology, right?), the analytic and research skills you acquire (first in PSYC1630 and PSYC1650, General Psychology I and II, and then in PSYC2317, Quantitative Methods, and PSYC2950, Experimental Methods), make you a valuable employee in most any business where both people skills and number skills are needed to complete your job.

Following this on the <https://www.apa.org/careers/> page are additional sections, including setting your, "Individual Development Plan." I will let you read this and other parts on your own. Here, I encourage you to explore the rest of this sub-section of the larger APA Careers section. This is just a small piece of the huge and carefully structured APA website. Finally, before I sign off, I want to mention APA affiliate membership. If you can, please become an Undergraduate Student Affiliate Member of APA now; you can join at a basic level for \$35 a year (this is about two weeks of a daily Starbucks 16 oz. Grande). For this \$35 you will get the American Psychologist journal and the APA Monitor on Psychology magazine for all of 2019. If you want to give yourself an early holiday present and join between now and Dec 31, your affiliate membership



will start now and go through the end of next year, with immediate access to member only material. Please see this APA page for Undergraduate Student Affiliate Member details, <https://www.apa.org/members/your-membership/undergraduate.aspx>.

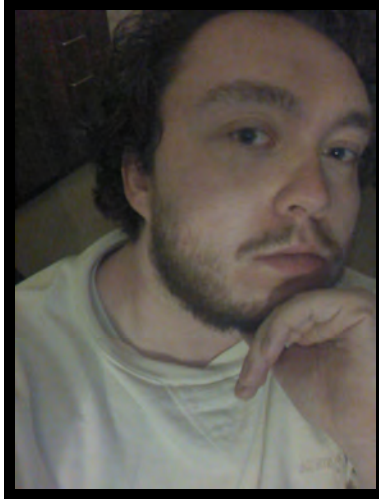
Peace,

Dr. G

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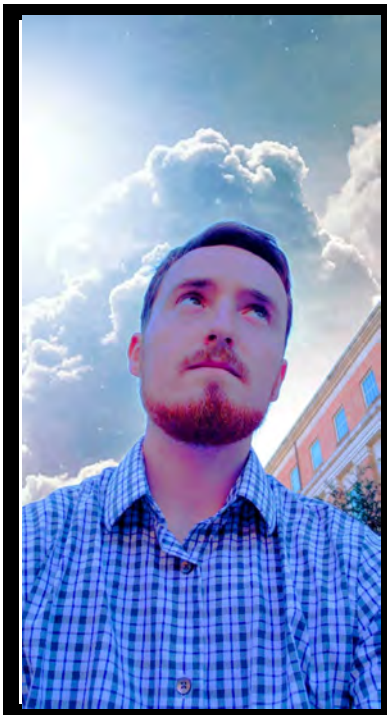
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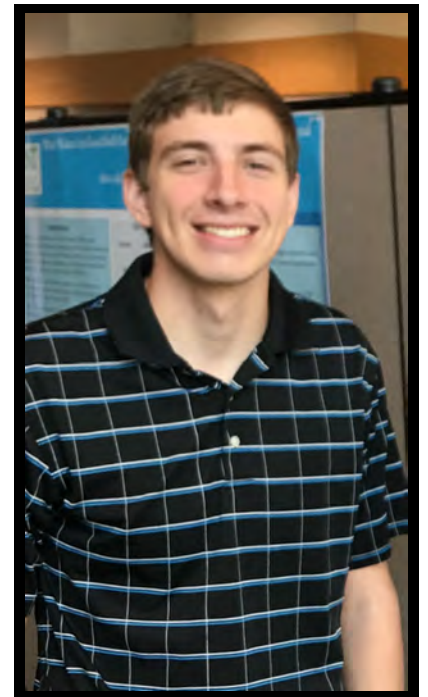
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