

HANDBOOK for PSYCHOLOGY MAJORS

Stockton University

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HANDBOOK FOR PSYCHOLOGY MAJORS

Welcome to Psychology (PSYC), a popular major at Stockton and home of over 600 students and 18 full-time faculty members. This handbook answers common questions and will help to steer you through the major. The material is for both transfer students and students who started out at Stockton. All students should also keep and refer to [The College Bulletin](#). This psychology handbook does not replace the Bulletin, and official college information will be found in the Bulletin, not here. If you still have questions, be sure to raise them with your preceptor or the PSYC coordinator.

How do I declare PSYC as my major?

Once you have decided that you want to be a PSYC major, it's very important that you officially declare the major. You can obtain a "Declaration of Major" form from the Center for Academic Advising or you can [click here](#) to download and print the form in PDF format. You may either choose a PSYC faculty member as your preceptor (advisor) or let the college assign one to you. Talking to advanced students can provide advice on choosing a preceptor. If you have clear career or graduate school goals it can help to choose a preceptor who knows that area. Also, it's often easier to ask a professor you've had in a course to be your preceptor.

Advising & Precepting

Once you have a preceptor you need to meet with that person for pre-registration every semester. Faculty members will post a sign up sheet on their door with time slots for appointments on Preceptorial Advising Days or email their preceptees to sign up for an appointment through Blackboard. Before your appointment you should:

- look over the requirements for your degree
- review the courses offered in the upcoming term
- run a [Degree Works or CAPP analysis](#) to show your progress on course requirements
- think about questions you have about graduate school, careers, etc.

The preceptor is your advisor--- s/he helps you decide on the courses you want to register for and track your progress toward your degree. In addition to meetings about registration, you can also talk with your preceptor about your progress in specific classes and other issues in your life that impact on your college performance.

Your preceptor and the [Career Center](#) can assist you in considering your post-baccalaureate future.

Students sometimes think a PSYC preceptor acts as a professional counselor on personal problems, but this is not the case. Legally, what you tell your preceptor

does not count as "privileged communication." The [Wellness Center](#) can help you if you need advice on serious personal matters or mental health evaluation and treatment.

It is important to have a good relationship with your preceptor, so choose one wisely, use one wisely and if there are serious incompatibilities, you can switch to someone else using [this form](#).

Even though you can register and view your transcript online it is still very important to meet regularly with your preceptor to make sure your course choices and future plans are appropriate, and so you can get helpful guidance.

2. Why should I major in PSYC?

If you are reading this, you already have one reason to major in PSYC, and that is an interest in psychology. If you like studying people and why they behave the way they do and what their experience is like, then you may enjoy psychology. Knowledge from psychological theory and research can help us in our personal lives---to understand the world better, to look at our selves and our relationships in new ways, to gain insight into how we can live healthier, more productive lives. Since Psychology is a science you will learn analytical skills and how to evaluate research. The PSYC major also prepares students to work under supervision in the provision of psychological services. It is also a good preparation for business, law school, teacher certification and other careers.

Career Goals

Perhaps you have career goals that directly relate to psychology. In the first category are professional areas in psychology such as: clinical/counseling psychologist, school psychologist, personnel psychologist, health psychologist, sports psychologist, developmental psychologist, among many others. You may see that understanding human behavior will give you an advantage in fields more removed from psychology. Related areas where psychology is helpful include: hospital administration, marketing, international relations, public relations, research positions, sales positions, teaching, nursing, child-care or elder-care positions, management etc. You need to take the initiative to investigate what these fields involve.

3. How do I know what courses I should take?

You should keep a copy of [The College Bulletin](#) that was in effect when you first matriculated. Amid much other information, it includes the requirements for graduation and the specific major requirements. Taking charge of your education means keeping track of what you need, what you have completed and determining what courses you want to take when. Your preceptor is there for guidance, but you must take responsibility for your education.

Go to the [Psychology Program page](#) and click on Curriculum Worksheets (BA and BS) for information about major requirements so that you can keep track of your progress.

Courses should be selected on the basis of life/educational/career goals, not on time of day, etc. Do not let present convenience supersede your long-term needs. Be sure to take a wide variety of courses and to note the sequencing of courses and the level.

Psychology Courses

Introduction to Psychology (or General Psyc transfer credit) is a prerequisite for all of our courses. Statistics (PSYC 2241) and Experimental Psychology (PSYC 3242) are required courses. Receiving a passing grade (D or higher) in Statistics is a prerequisite for Experimental Psychology (PSYC 3242). Our statistics course is a Q1, counting toward the Quantitative Reasoning graduation requirement. Experimental Psychology counts as a Q2 and also usually a W2 toward the Writing requirement. Keep in mind students need to receive a C or better in order to receive credit as a W1 or W2 course, although any passing grade will count for PSYC credits.

It is a good idea to take PSYC 3242 right after PSYC 2241 and fairly early in your studies here since they are both prerequisites to several other PSYC courses.

Usually the only transfer course that satisfies our Statistics requirement is a 4-credit psychology statistics course. Transfers with a 3-credit statistics course should count on taking our PSYC 2241. The CSIS 1206 Statistics course does NOT count as the psychology statistics requirement.

The first number of a course (e.g. the 1 in PSYC 1100, the 2 in PSYC 2241, the 3 in PSYC 3304) indicates its level, with higher numbers indicating a more advanced course. Tutorials (37__) involve empirical research, and seminars (36__) are also advanced, relying on considerable student responsibility for class. PSYC 38__ courses are independent studies; these are for able, motivated students who can discipline themselves to work independent of a class. PSYC 39__ are field placements. Note that these 3__ level courses are usually options for you once you reach your junior or senior years.

We have set up the course requirements to prepare those who want to go on to graduate school and to give a broad background in Psychology to all our majors.

Other Courses

You should carefully choose your Cognates and At Some Distance (ASD) electives, too. Your goal should be to graduate as an informed, effective, well-rounded citizen who knows about many fields and knows how to learn and keep up to date. Usually courses in SOBL majors/minors (ANTH, CRIM, ECON, GERO, POLS, SOCY, SOWK) count as cognates. Some courses in EDUC, NAMS

and PHIL can be cognates in some circumstances. Most other courses are ASD, and General Studies Courses NEVER can count as PSYC or cognate courses.

4. Why do I have to do a seminar or tutorial and what are they?

Seminars (PSYC 36__) and research tutorials (PSYC 37__) offer you the opportunity to engage in higher level reading, thinking and skill development than is needed in our other courses; they also require more responsibility from students than lower level courses. You take one after you have had many other PSYC courses and are ready to build on the knowledge you have by focusing in on a narrower topic than is done in our survey courses.

A senior seminar is required for graduation and students have the option of completing a project for distinction if they meet the eligibility requirements and have a faculty sponsor.

Seminars

For seminars, you meet during the regular class sessions each week and engage in advanced study of a topic with a class of other students and the faculty member. Seminars are usually a larger group than tutorials and do not require empirical data gathering, but they do involve reading in primary sources (usually journal articles). Many seminars require students to do an advanced paper and presentation and often you are partly responsible for how the class is conducted.

Tutorials

Tutorials include actual empirical work, i.e. you will be involved in gathering and analyzing data in a hypothesis-testing project. Some faculty let you work on your own individual project (in which case your work is more self-directed, requiring planning on your part), while other faculty engage you in their on-going research. The time frame is more flexible than with lecture courses or seminars, with the student doing lots of independent work, but meeting regularly with the faculty member, who provides guidance and supervision.

5. Am I required to complete a field placement?

Field placement (PSYC 3900) is an elective that will count toward your degree requirements, but you are not required to take one. It can enhance your education by giving you hands-on experience at an agency and giving you an opportunity to relate your course learning to an applied setting. Employers and some graduate programs look favorably on students who have done field placements.

For a field placement you must put in 120 - 140 hours (for 4 credits) at an off-campus agency. Each faculty member has her/his own requirements in addition to the 120 - 140 hours, so you need to talk with possible sponsors.

[Click here](#) to view sample guidelines from Dave Burdick, Jennifer Lyke, and Connie Tang also regularly sponsor field placements, and other program faculty do so periodically.

Past students have gone to counseling agencies, schools, businesses, hospitals, etc. You can work out the match with an agency after you have talked with faculty sponsoring field placements in the pre-registration before the semester when you want to take one. It's best to do this after you have considerable PSYC work under your belt, probably in your senior year. Faculty will also have suggestions about agencies where you can do your placement. You may also be referred to the University Academic Internship Coordinator for help in finding a suitable site.

Field placements can be excellent learning experiences but they also require considerable maturity and responsibility on the part of the student; students are representing PSYC and the college when out in the community so we like them to make a good impression (and that helps maintain the value of your degree from Stockton, too).

Examples of Field Placement Sites

ARC of Atlantic County
Atlantic County 4-H
Atlantic County Women's Center
Atlantic Mental Health Center
Bacharach Institute for Rehabilitation
Bancroft School
Big Brothers/Big Sisters
Behavioral Crossroads
Betty Bacharach Rehabilitation Hospital
Casinos in Atlantic City
Children's Hospital of Philadelphia
Family Service Association
Free to Be Early Learning Center
Garden State Academy
Highland Academy
Jewish Family Services
Mental Health Association
Nursing homes and geriatric facilities
Ocean's Harbor House
Public schools in Atlantic County
Red Cross of Atlantic County
Weisman Children's Rehabilitation Hospital

6. Who needs to do a Senior Project for Distinction?

A senior thesis is required for students eligible for graduation with distinction in PSYC. This requires a PSYC GPA of at least 3.2. Other students who would like advanced research experience can also do a senior thesis.

[Click here](#) for detailed guidelines on proposing and completing a Senior Thesis for Distinction. Some previous projects for distinction are included on the site.

7. Course Requirements Outside of Psychology

All students must have 25% of their credits in the General Studies category including at least one GIS. Students who enter with less than 64 credits must meet the distribution requirement of 2 GAH, 2 GNM, 2 GSS, 1 GEN and 1 GIS.

Writing

All college students should be able to write; you may be surprised at how much writing you'll do in your post-bachelor degree career. Freshmen must take a W1. Before graduating, students need 3 more W classes, either W1 or W2, at least one of which is at 3000 level. You must earn C or better. Note: PSYC 3242 is usually a W2.

Quantitative Reasoning

All college students should be able to reason quantitatively and to prepare you, all freshmen must complete a Q1 course. Before you graduate you must take a Q2 and another Q1. PSYC 2241 is a Q1 and PSYC 3242 is a Q2.

Liberal Arts Subscripts

To make sure you have the appropriate exposure to some basic liberal arts experiences, all students must have at least one values (V) course, one arts (A) course, one multicultural/international (I) course and one (H) course, addressing historical issues.

8. What kinds of employment opportunities exist for PSYC majors?

Our graduates have gone on to many different kinds of jobs, with their career influenced not only by their major but by their personal characteristics, their goals, their willingness to relocate, etc. It helps to think ahead to the kind of work you want to do. For instance, if you want to be a psychological counselor, you will eventually need to get a graduate degree in order to have upward mobility. Graduate work will open up possibilities for other kinds of work as well, whether it be consulting, teaching, etc. Without a graduate degree, you are still prepared for employment with a business or for entry-level work in a social intervention agency or hospital.

A recent survey of businesses, industry, and agencies revealed that pre-professional and career-related experiences are the most important attributes for new graduates seeking jobs. Additional advantages were a portfolio of college work, strong communication ability and computer literacy.

Think about strengthening your characteristics and skills, so you will become a good prospect for employers. Courses and extra-curricular opportunities can help you transform what may be current weaknesses into future strengths. Oral and written communication skills plus quantitative skills and “people skills” are very important.

Many goals have multiple paths to them. For instance, if you want to be a counselor, there are graduate programs in counseling and clinical psychology. Some people pursue a Master's degree in counseling, in marriage counseling, rehabilitation counseling or even in social work, while others go on to a doctoral program (PhD or PsyD). There are routes that do not require a graduate degree, such as getting your CAC (Certification in Alcohol Counseling) or other forms of certification, such as the CDA, which is part way to the CAC.

Important Resources

[Stockton Career Center](#)

[American Psychological Association \(APA\)](#)

[The Council for Accreditation of Counselors and Related Educational Programs \(CACREP\)](#)

[Chemical Dependency and Alcohol Counseling Licensure Certification Board](#)

Some students are interested in teaching Psychology. You need at least a Master's degree, and often a Ph.D., to teach at the college level.

Students can pursue certification for elementary or high school teaching. Details about becoming a K-12 educator can be found on the [School of Education](#) website.

Volunteering or working at Psychology-related agencies and businesses will give you hands-on experience and will enhance your marketability when you apply for a job. A PSYC field placement can also provide this for you while you earn course credit.

Some Career Options that Relate to Psychology and Some Career Advice

- Helping and health-related professions.
You can get entry level positions, but they often do not pay well and you will eventually need a master's degree if you want growth potential.
- Education: teaching at elementary and secondary levels.
You will need certification to teach. You should contact EDUC for specifics. If you have a concentration in Education, you will be

assigned an EDUC preceptor. Make sure to meet with you EDUC preceptor to complete all requirements needed.

- **Education: School psychology or Guidance**
This requires a master's degree, usually in Counseling Psychology
- **Education: Higher education**
These jobs require a master's or doctorate degree, positions can be difficult to get, salaries are modest at best and tenure can be difficult to achieve.
- **Industrial-Organizational Psychology**
Jobs in this area include assessment, recruitment, designing organizations, and management positions.
- **Human Factors Psychology**
You would design and evaluate solutions for people, such as products for consumers, systems for industry and government.
- **Industry: Marketing, Business management, Human Resources, Sales, Customer Relations.**
- **Research and data analysis jobs**
Your preparation as a major (Statistics and Experimental Psychology) is a good start here and added experiences such as a research tutorial, Advanced Statistics (PSYC 3641), Data Analysis Practicum (PSYC 3740), completing a project for distinction, or another empirical project will help you develop further skills that can transfer easily to many research positions.

How to Maximize the Value of Your PSYC Degree

1. Become involved with the PSYC program and faculty, and with Stockton.
2. Get involved in research projects, with the goal of presenting research at conferences and publishing an article before graduation.
3. Gravitate to classes that are small, intensive seminars and to classes that challenge you and help you to develop new skills.
4. Complete your research classes (PSYC 2241 and PSYC 3242) as early as possible.
5. Build a list of "recommenders" from among the faculty by having them get to know you, and by getting to know them. You'll need letters of reference for career and graduate education possibilities.
6. Keep in contact with Career Services and their various resources throughout your years at Stockton, and after you graduate.

What Makes a Good Résumé

The purpose of your résumé is to show a prospective employer how they will benefit by having you on board. The essential sections include focused Objectives, Skills, Education, Experience (that supports your objectives and shows your responsibilities and accomplishments),

Awards/Honors/Leadership Affiliations (as appropriate)
Publication/Presentations.

Some tips: You need to sell yourself, so customize your résumé for each employer and demonstrate that you understand the reader/employer. The person may only take a few seconds to look at your résumé so it must be concise, look attractive with no errors, and maintain the reader's attention. Consider leading with your experience, not your education; summarize your skills; be sure to highlight accomplishments and not just list responsibilities; include relevant activities (not hobbies). You can go beyond a page if you need to, which is likely if you have lots of experience. The key is to convince the employer that you are right for the job. Note that state civil service employers often prefer longer resumes to succinct ones.

The [Career Center](#) staff can provide help on writing a résumé and cover letter.

Some Search Strategies for the “Open Market”

1. Look for relevant job advertisements
2. Post your resume online
3. Participate in on-campus recruiting
4. Participate in on-campus job fairs
5. Register with third party employment firms
6. Use mass mailings to a large number of organizations in your chosen field
7. Use targeted mailings to a smaller number of the top places you want to work.
8. Network: who you know, “knowing someone who knows someone” can help.

The Top 10 Qualities that Employers Seek in Job Candidates

1. Communication skills
2. Motivation and initiative
3. Teamwork skills
4. Leadership skills
5. Academic achievement and GPA
6. Interpersonal skills
7. Flexibility and adaptability
8. Technical Skills
9. Two tied qualities: work ethic and analytical problem-solving skills

9. Are there organizations for PSYC majors?

There are two relevant campus organizations: [Psi Chi](#) and the Psychology Club. The PSYC Club is open to anyone and is one of the college's official student organizations. Officers are elected for each year and the club is supervised by a staff person in the office of Campus Activities and by a PSYC faculty member.

The Club has meetings throughout the year and sponsors trips, speakers and other events. Information on the PSYC club is available at the CLUB FAIR at the start of the year, and will be emailed to PSYC majors throughout the semester. We encourage majors to join the club and regularly check it for information - on careers, grad school, campus events, lectures, club trips, etc.

Psi Chi is a national honor society. To join, you must meet eligibility requirements, even if you already belong to Psi Beta, the community college psychology honor society. You may apply if you are a second-semester sophomore or beyond and have completed at least three PSYC courses at Stockton. You must have a minimum overall GPA of 3.6 and PSYC GPA of 3.6. If you are eligible, you will receive an invitational email with instructions how to submit your application at the beginning of the fall/spring semester. It is great to have Psi Chi on your resume when you apply to graduate school or for a job and you also receive their newsletter, but membership does include a one-time fee.

National Organizations

There are two national organizations for psychologists and they each give you the option of being a student affiliate, which means you can receive their publications at student member prices and be on their mailing list. The [American Psychological Association \(APA\)](#) is the original group, and its address is: APA, 750 First St., N.E., Washington, DC 20002-4242.

The [Association for Psychological Science \(APS\)](#) is a newer organization, initiated by research-oriented psychologists who felt APA was not giving sufficient emphasis to research and non-clinical psychologists. The [APS website](#) has links to Psychology departments all over the world, to Peterson College guides, and to APS student caucuses (job search, scholarships, planning your career).

10. How should I prepare for my post-Stockton future?

Thinking ahead to your post-undergraduate years is essential. You need to take initiative to find and use relevant resources; in addition to your discussions with your preceptor and other faculty. The [Career Center](#) has a library of graduate catalogues and other material. You can also get help on writing a resume, interviewing for a job, applying to graduate school, determining what is a good job for your personality. The APA has a website called [Careers in Psychology](#), which explains a number of different types of psychologists' jobs.

You can “visit” possible graduate programs on the Internet at www.gradschool.com or at US News and World Reports Annual College Edition <http://www.usnews.com> .

Future employers and graduate school admissions officers look at the whole person; they want someone who is mature, responsible, bright, willing to work hard, willing and able to learn, able to communicate effectively both in written

and oral forms, able to learn to use new technologies, able to get along with other people etc. Authorship of a research article in a good journal is a very significant plus, especially needed for very selective programs such as Clinical Psychology. Keep this in mind as you choose courses and experiences at college that can most help you become that ideal employee or graduate student.

Career Preparation

Here are some career-related liberal arts skills fostered by being a PSYC major, that are pluses when you look for a job. Plan your life and college years to develop as much as you can in areas where you are weak:

- a. Information management skills, such as the ability to sort data, compile information, evaluate information against standards, synthesize information
- b. Design and planning skills, such as the ability to identify alternative courses of action, follow through with a plan or decision, manage time effectively, assess needs
- c. Research and investigation skills, such as ability to use a variety of sources of information, design and complete an experiment, formulate questions relevant to clarifying a particular problem or issue
- d. Communication skills, such as ability to listen with objectivity, use various forms and styles of written communication, speak effectively to individuals and groups, use media formats to present ideas, express one's opinions, needs and wants, convey a positive self-image to others
- e. Human relations and interpersonal skills, such as ability to keep a group "on track" and moving toward the achievement of a common goal, to interact effectively with peers, supervisors and subordinates, to understand the feelings of others, to teach a skill/concept/ or principle to others, to analyze behavior of self and others
- f. Critical thinking skills, such as ability to create innovative solutions to complex problems, analyze the interrelationships of events and ideas from several perspectives, apply appropriate criteria to strategies and action plans, evaluate situations and presentations by others
- g. Management and administration skills, such as ability to identify resource material useful in the solution of a problem, delegate responsibility for completion of a task, motivate and lead people, organize people and tasks to achieve specific goals.

These are just a sample of general human skills. Through your education, you may also gain career-related skills such as behavior modification, crisis intervention, interviewing, testing, data analysis, computing, program evaluation etc. Take stock of your strengths and weaknesses and use opportunities to develop new skills.

Graduate School

You MUST plan ahead for graduate school. You should not postpone planning for graduate school until senior year if you want to attend right after graduation. The [Career Center](#) (J204) has catalogues to help you find information about graduate and professional schools, including the requirements. There are some brief points included here, but you need to discuss this with your preceptor and other PSYC faculty. Good graduate programs are selective with keen competition; students who plan ahead and work in conjunction with faculty are more likely to be successful. **DO NOT PROCRASTINATE; DO NOT WAIT UNTIL SENIOR YEAR TO PREPARE FOR GRADUATE SCHOOL APPLICATIONS**

Building the best profile should be your goal. Admissions Boards will look most at your grades, your references from faculty members, your Graduate Record Exam (GRE) scores and related experiences such as employment, field placement, research, etc. GREs are one area where foresight helps (<https://www.ets.org/gre>). You should allow yourself enough time to prepare for the basic GRE exam (Verbal Reasoning, Quantitative Reasoning and Analytic Writing). You should also consider taking the GRE Subject Psychology Test (<https://www.ets.org/gre/subject/about/content/psychology>) if that is required by the graduate schools where you are applying. If you are weak in quantitative skills, allow enough time to take a math course to help you brush up. If you need to take the Psychology GRE test it is helpful to take our History and Systems course (PSYC 3661) and to serve as a teaching assistant for Introduction to Psychology to have a broad background in PSYC and to review before the test. It's good to have enough time to take the exams more than once, since many people do better on subsequent sittings of the exam.

Working back from your senior year, when many graduate schools will have a December-March application deadline, you can see that you should start taking GREs in your junior year. You can make arrangements with the Educational Testing Service to take the exam, and can do so as often as once a month, as long as you have the money. GREs are available only via computer version, except that the subject tests (e.g. Psych) are done only on paper at test sites (Stockton is a test site but you will have to register well in advance). See https://www.ets.org/gre/subject/register/centers_dates/ for dates and details.

Career Services has information on financial assistance for graduate school and you should also ask for information from each university to which you apply; the school may provide fellowships, research assistantships or teaching assistantships to students and you want to be sure to apply for aid. Distinguished Student Fellowships are available at Stockton for empirical research; it's good to get financial help and this would be a positive item for your resume.

Faculty can write more effective letters of recommendation for potential employers or graduate programs if they know you---it pays to speak up in class, to get to know faculty interests, to get involved in projects with faculty and let

them know your interests and your strengths. In the process, you will probably learn more about Psychology and about yourself, your interests and skills. When you ask for a letter of recommendation from a faculty member, do it face-to-face, and give the person a written summary of your interests and experience in Psychology (also provide them with your resume/CV and personal statement, if applicable). Be sure to complete all the required sections of the graduate application form that are your responsibility and let the faculty member know deadlines and all pertinent information. Allow plenty of time (at least a month) for faculty members to complete your letter of recommendation.

PSYC students have gone on to graduate study at a diverse group of schools including University of Delaware, University of Connecticut, Fairleigh Dickinson University, Boston College, University of Pennsylvania, in a variety of degree programs such as MSW, M.A., Ph.D., and Psy.D.

11. Connecting with Program Alumni: The Online Alumni Directory and Distinguished Alumni Award

The Psychology Program believes that it can be very beneficial for current students in the program to communicate with our graduates. You can learn about their variety of post-Stockton experiences, including graduate school, various jobs and careers, community/volunteer activities, etc. Sometimes alumni can help you to find a field placement or employment. Often Alumni also find it helpful to stay connected with their alma mater. The Psychology Program currently sponsors two ways to keep in touch with our alumni.

The first is through the Stockton Alumni Office. They collect information on alumni and can connect you with PSYC graduates who have careers in a field you may be interested in. The second is to attend regularly scheduled program and SOBL events (i.e., Curious Careers Series, Psychology Club/Psi Chi Talks) featuring alumni.

Our third way of connecting current students with alumni is our Annual Distinguished Psychology Graduate Award. The Award is conferred in late April in conjunction with the Psi Chi Research Conference. We hope you will make it a point to attend this event. Many of our graduates have excelled in a variety of careers, community service activities, and in other meaningful ways. We seek to encourage and acknowledge these contributions. This helps us to honor former students for their achievements, bridge the gap between today's students and yesterday's, and demonstrate to our current students the variety of career paths and activities of our successful graduates.

Past Winners

- 2018 Sandra J. Mueller ('80). Warden, Ocean County Department of Corrections, Toms River, NJ.
- 2017 Dr. Heather Bimonte-Nelson ('95). Professor of Psychology and Chair of the Behavioral Neuroscience Program, Arizona State University, Tempe, AZ

- 2016 Dr. Sean Mullen ('02), Assistant Professor of Kinesiology and Community Health, University of Illinois Urbana Champaign, Champaign, IL
- 2015 Elizabeth Shobe, Ph.D. ('92), Professor of Psychology, Stockton University
- 2014 Justin Schanck
- 2013 David Stout, Ph.D. ('96), Vice President, Office of Student Success, Brookdale Community College
- 2012 David Miller
- 2011 Alisha Glover, M. Ed. ('91), Director, Dungarvin New Jersey, LLC
- 2010 Robert Previti ('75), Superintendent of Brigantine Public Schools, Brigantine, NJ.
- 2009 Stephen Angelucci ('75), Coordinator for Retired and Senior Volunteer Program (RSVP) of Burlington County
- 2008 Patricia Smith ('86). Founder and Co-Director of the Alcove Center for Grieving Children and Families, Linwood, NJ.
- 2007 Dr. Philip T. Dunwoody, Ph. D. ('94). Assistant Professor of Psychology, Juniata College, Huntingdon, PA.
- 2006 Dr. Steven M. Stolar ('73). Director of Advisement, Transfer & Career Services, Cumberland County College (NJ).
- 2005 Martin Berdinis ('88). Former Senior Adjunct Instructor at Atlantic Cape Community College, previously owned a candy shop on Atlantic City's Boardwalk. (Mr. Berdinis is deceased).
- 2004 Dr. Melissa Kalodner ('93). Private Practice Psychological Counselor, Las Vegas, NV.
- 2003 Dr. Vicky Georges ('85). Northfield Board of Education, Northfield, NJ.
- 2002 Jenny Valentine Basis ('96). Director of Human Resources, The Briad Group, Livingston, NJ.
- 2001 Roy Earnest ('77). Co-Director, "Surfing for Life"; Regional Director, Corporation for National Service, San Francisco, CA.
- 2000 Lisa Doherty Benaroch ('85). Vice President for Global Operations, Merrill Lynch Corporation, Jersey City, NJ.
- 1999 Dr. David Metzger ('75), Director, Opiate/AIDS Division, Department of Psychiatry, University of Pennsylvania Medical School, Philadelphia, PA.
- 1998 Dr. Michael Westerveld ('84), Assistant Professor, Department of Neurosurgery, Yale University School of Medicine, New Haven, CT.

PSYC Faculty Profiles

(All faculty contact information is available on the website below)

(Click here for official listing of program faculty and choose Psychology)

Mark E. Berg, PhD (University of Canterbury), Associate Professor of Psychology. Perceptual category learning, experimental analysis of behavior, history of psychology, motivation, industrial/ organizational psychology.

John Bulevich, PhD (Washington University), Associate Professor of Psychology. Memory Distortion, Eyewitness Testimony, Metacognition, Retrieval Processes, Aging.

Dave Burdick, PhD (University of Notre Dame), Professor of Psychology. Adult development and aging, technology and aging, intergenerational relationships, applied gerontology, mental health and aging.

Victoria Estrada-Reynolds, PhD (University of Wyoming), Assistant Professor of Psychology. Social psychology, research methods, forensic psychology, racial prejudice and discrimination, juror judgements and decision making.

Christine Ferri, PhD (Duke University), Associate Professor of Psychology. Geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

Jessica Fleck, PhD (Temple University), Associate Professor of Psychology. Brain, behavior and cognition, problem-solving, working memory, creativity, statistics, research methods.

Michael Frank, PhD (State University of New York at Albany), Professor of Psychology. Statistics, mathematical models, motivation, research methods, gambling and risk taking behavior.

Christine A. Gayda-Chelder, PhD (Drexel University), Assistant Professor of Psychology. Health psychology, clinical neuropsychology, traumatic brain injury, dementia, caregiver burden.

Zornitsa Kalibatseva, PhD (Michigan State University), Assistant Professor of Psychology. Clinical psychology, cross-cultural psychology, assessment, depression, cultural competency, race, ethnicity, acculturation.

Jennifer Lyke, PhD (Temple University), Professor of Psychology. Areas of interest and expertise are counseling, research methods, abnormal psychology, eating disorders, states of consciousness, advanced statistics.

Sara Martino, PhD (Temple University), Associate Professor of Psychology. Counseling psychology, illness-related stress disorders, female aggression, gender group identity, psychology of women, marriage and family therapy.

Justin Ostrofsky, Ph.D. (The Graduate Center of the City University of New York), Assistant Professor of Psychology. Perception, attention and memory-based processes supporting the ability to realistically draw objects from observation, statistics, research methods and cognitive psychology.

Elizabeth Shobe, PhD (University of Toledo), Professor of Psychology. Cognition, learning theories, experimental psychology, statistical methods, evolution and behavior.

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