Handbook for

Majors and Minors

Department of Psychology

2010

Don’t forget to register for the Psychology Blackboard Course: “Psychology Undergraduates”

Visit the Psychology Department’s Home Page at: http://psych.wfu.edu/psychology/

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The Department of Psychology at Wake Forest University takes great pride in the quality of its undergraduate program. Due to our philosophy and size, the Department is able to provide students with both the classroom experiences associated with a liberal arts college (characterized by small class sizes and a good deal of faculty-student interaction) and the research experiences of a large research university (involving collaboration with faculty on major research projects). We have 24 full- and part-time faculty members whose areas of expertise span the full range of psychological science, including psychophysiology, perception, cognitive neuroscience, cognitive aging, learning, motivation and emotion, decision-making, human development, personality, social behavior, industrial-organizational psychology, culture, and psychopathology.

Our goal is to provide students with a strong foundation of theory and research across various areas of psychology, along with the methodological, laboratory, and statistical skills needed to understand and contribute to psychological research. In addition, we offer interested students — through independent studies and our honor program — opportunities to work directly with faculty members on research. Although we do not train students to "practice" psychology (being a practicing psychologist requires graduate study), we do offer courses in abnormal and clinical psychology.

Whether a student wishes to major in psychology, take a psychology minor to supplement his or her work in another field, or simply sample courses that are of personal interest, the Department of Psychology has something to offer.

Dale Dagenbach
Professor and Chair, Department of Psychology
DEPARTMENTAL STATEMENT OF PURPOSE

The most basic value of the Department of Psychology is the advancement of knowledge and understanding for the betterment of the human condition. Within the context of our particular Department and University, there are at least three dimensions to the embodiment of this value.

Firstly, the faculty are dedicated to being recognized scholars in their chosen fields, advancing knowledge of human and animal behavior through theory-building, research, writing, and publication. In addition to devoting our professional lives to the betterment entailed by this dedication, we want to immerse our students in an environment where research and its associated activities are a core part of daily life and where they can learn the basic skills for conducting research. In such an environment, the students can learn first hand that the very process of gaining knowledge is an exciting and valuable endeavor.

Secondly, we want to bring the faculty dedication and enthusiasm to the classroom as well as the laboratory. We want our students to learn from scholars whose own research advances the field in significant ways. It is important that students be exposed to teachers from whom they can learn to think meaningfully about the fundamental problems of the field. Beyond this, we hope the students may learn how our field relates to the broader society at large and how it may contribute to the solution of larger social problems. Such learning occurs in the daily give-and-take of both classroom and laboratory.

Finally, we recognize that to be of use and value, knowledge must be imparted to others both inside and outside the discipline. At one level, this is a function of involvement in professional organizations or an additional function of research publication. On another level, in our roles as university faculty and as psychologists, members of the department are often called upon to offer our expertise to the larger University community or to local, national, or international communities who have a need for the particular kinds of knowledge that we have to offer. We affirm the values of these activities.

At a more concrete level, the emphasis of the department is on the content and methods of psychological science. The faculty believe that competence as a psychologist is based on an understanding of the general principles of psychological science as well as an understanding of the methods by which our knowledge of psychological principles is uncovered. The department's curriculum is built on this assumption.

~~ Passed by the Faculty of the Department, 2007 ~~
MAJORING IN PSYCHOLOGY

WHO SHOULD CONSIDER MAJORING IN PSYCHOLOGY?

A person should major in a field only if they are interested in it and reasonably good at it. Your experience in Introductory Psychology can be used to assess these factors. If you had a sustained interest in the subject matter throughout the course, that is a positive indicator. If you found only certain topics interesting and the others boring, that is a negative indicator. Because our department, like most undergraduate liberal arts departments, emphasizes research over applied work (and a research emphasis is the best preparation you can have to be competitive for applied graduate work), another positive indicator is that you find psychological research interesting.

Regarding aptitude, making a grade of "A" or "B" in Introductory Psychology (or obtaining a score of 4 or 5 on the AP exam) is a positive indicator. Students who receive a "C" in Intro Psych might find majoring in psychology more difficult than do other psychology majors. We do not encourage students who receive a grade below a "C" to major in psychology.

WHAT DO PSYCHOLOGY MAJORS DO AFTER GRADUATION?

Psychology majors tend to move in one of three directions after graduation. First, many psychology majors go to graduate school in psychology or related fields, with the intention of becoming a practicing psychologist, researcher, consultant, or university professor. Second, some of our majors go to other kinds of professional schools, such as in law, business, social work, education, medicine, or the ministry. Third, some psychology majors enter the job market with the B.A. degree, obtaining employment in areas such as social service, government, business and industry, education, research, and other fields.

The psychology department does several things to help its majors find and be competitive for both jobs and graduate school immediately following graduation. Sessions on career opportunities with and without a graduate degree are held every year. There is an extensive graduate school advising system within the department. Information about graduate school options, careers in psychology, and job opportunities is provided on the Blackboard site for our majors and minors. In addition to providing information and advice, the department offers many opportunities for students to get involved in research in the classroom and by working in the lab of a faculty member. Regardless of whether one plans to do research in a career, research experiences provide many benefits that can strengthen both graduate school and job applications. If you declare a psychology major, you should consider getting involved in research either as a volunteer or through directed study credit, and you should certainly learn all you can from research experiences in the classroom.

WHAT IS REQUIRED TO MAJOR IN PSYCHOLOGY?

As of the Fall 2010 catalog, the psychology major requires a minimum of 32 hours and allows a maximum of 50 hours, which works out to 11-17 courses, including Introductory Psychology. Beyond the introductory course, three designated and two limited-choice courses are required for the major. The three designated requirements are the two-semester Research Methods sequence (311-312 = 8 hours) and Contemporary Issues in Psychology (392 = 1.5 hours) or History and Systems (313 = 3 hours).

An average Psychology GPA of 2.0 is required to graduate with a major. Other details regarding the major can be found in the Undergraduate Catalog.
The limited-choice courses must be selected from each of the following two groups (choose one from each group) (P = prerequisite; C = co-requisite).

**Group A:**
- 320 ~ Physiological Psychology (P = 311)
- 326 ~ Learning Theory and Research (P or C = 312)
- 329 ~ Perception (P or C = 312)
- 331 ~ Research in Cognitive Psychology (P = 311; C = 312)
- 333 ~ Motivation of Behavior (P = 311; C = 312) *
- 338 ~ Emotion (P = 311)

**Group B:**
- 341 ~ Research in Developmental Psychology (P = 311; C = 312)
- 351 ~ Research in Personality (P = 311)
- 355 ~ Research in Social Psychology (P = 311)
- 362 ~ Psychological Testing (P = 311)
- 374 ~ Judgment and Decision Making (P = 311)

In addition to the required courses just described, each student selects 5 to 11 other courses to complete the major. These may be chosen from the two groups listed above, or they may be chosen from a wide variety of elective courses offered by the Department. Courses that have only Introductory Psychology as a prerequisite include:

- 241 ~ Developmental Psychology
- 243 ~ Biopsychology
- 245 ~ Survey of Abnormal Behavior
- 248 ~ Cognitive Psychology
- 255 ~ Personality
- 260 ~ Social Psychology
- 265 ~ Human Sexuality
- 268 ~ Industrial/Organization Psychology *
- 270 ~ Topics in Psychology
- 280 ~ Directed Study
- 322 ~ Psychopharmacology
- 323 ~ Animal Behavior *
- 357 ~ Cross-Cultural Psychology
- 359 ~ Psychology of Gender *
- 364 ~ Stereotyping and Prejudice
- 367 ~ Effective Parent-Child Relationships

* These courses are not being offered at the present time.

**Special course information**

Psy 2809 – Psychology of Memory is offered at the Salamanca program through the Department of Romance Languages.

Psy 323 – Animal Behavior requires the first semester of Research Methods (311) as a prerequisite.

Psy 346 – Psychological Disorders of Childhood has Survey of Abnormal Behavior as a prerequisite.

Psy 363 – Survey of Clinical Psychology has Survey of Abnormal Behavior and senior standing as a prerequisite.

The Psy 270 – Topics in Psychology courses are a half semester long. A student may take more than one course (if each course is on a different topic) for credit. Please see later information in this handbook.

There are also 5 courses offered through other departments for which you can receive psychology elective credit. Please contact Teresa Hill in the Psychology Office about the process for having any of these courses count toward your psychology electives. The courses are:

- EDU 311 – Educational Psychology
- HES 312 – Health Exercise Psychology
- LIN 330 – Psycholinguistics
- REL 350 – Psychology of Religion
- SS08-4763 – Forensic Psychology (through WFU/Washington D.C. program)
WHEN SHOULD CERTAIN COURSES BE TAKEN?

There are no requirements regarding when certain courses must be taken, except that PSY 151 and PSY 311 are prerequisites for some courses. However, students who want to major in psychology will find it beneficial to keep the points below in mind as they plan their schedules.

1. Introductory Psychology (151) should be taken as early as possible in one's education at Wake Forest, preferably before the end of the sophomore year.

2. Ideally, at least one course beyond 151 (excluding 311 ~ Research Methods) should be taken prior to declaring psychology as a major.

3. The first Research Methods course (PSY 311) should be taken in the fall of the junior year if possible, or no later than the spring semester of the junior year. The reason for this is that several of the required courses have PSY 311 as a prerequisite (see above).

4. Two courses may not be taken until the senior year: Psy 313 ~ History and Systems of Psychology and Psy 392 ~ Contemporary Issues in Psychology.

5. Some courses are offered only one semester each year. Students should inquire during registration regarding when certain courses will be taught in future semesters.

6. It is possible to spend a semester abroad and complete the psychology major. Students who plan to spend a semester abroad should plan their schedules carefully with the abroad semester in mind. Typically, students who spend the fall semester of their junior year abroad will take Psy 311 in the spring of the junior year.

7. With the exception of PSY 151, none of the courses required for the major are taught regularly in summer school.

8. Internship (Psy 275) cannot be counted until the student has completed the 32 hours for the major and has a 2.75 for the major. An internship course can be taken more than once for up to a total of 3 hours maximum. See later information in the handbook.
MINORING IN PSYCHOLOGY

WHAT IS REQUIRED TO MINOR IN PSYCHOLOGY?

The minor in Psychology requires 15 hours in psychology including: Introductory Psychology (151), Research Methods (310 or 311); and at least two of the following courses. The remaining two credits can be taken from this list or any Psychology course with a number over 100. An average Psychology GPA of 2.0 is required to graduate with a minor. Other details regarding the minor can be found in the Undergraduate Catalog.

241 ~ Developmental Psychology
245 ~ Survey of Abnormal Behavior
255 ~ Theories of Personality
260 ~ Social Psychology
268* ~ Industrial/Organization Psychology
320 ~ Physiological Psychology
323* ~ Animal Behavior
321 ~ Learning Theory and Research
326 ~ Perception
329 ~ Research in Cognition
331 ~ Motivation of Behavior
333* ~ Emotion
362 ~ Psychological Testing
374 ~ Judgment and Decision Making

* These courses are not being offered at the present time.
GENERAL INFORMATION FOR MAJORS AND MINORS:

TRANSFER CREDIT RESTRICTIONS

No more than 6 hours will be accepted for courses taken at other schools to be counted toward the major (including AP Psychology credit). Courses taken at community colleges or college courses taught on high school campuses are not accepted for transfer credit. With the exception of PSY 151, specific courses required for the major must be taken at Wake Forest. The guidelines regarding transfer and credit approval may be modified in rare and special circumstances at the discretion of the psychology department chair.

DIRECTED STUDY IN PSYCHOLOGY (PSY 280)

Students who have completed Introductory Psychology can take directed study credit for 1, 2, or 3 credit hours. Half credits (1.5, 2.5) are also possible. No more than three hours of directed study may be counted toward the 32 hours required for the major; a maximum of five hours may be counted with more than 32 hours in the major. A student can take a directed study several times as long as the maximum credits are not exceeded. Directed study provides an opportunity for students to get involved in research with a faculty member. In some cases, students assist with ongoing research in a faculty member’s lab; in other cases, students carry out their own study under the supervision of a faculty member. Another possibility is that students do library research and write a paper on a topic under the supervision of a faculty member.

The student’s time commitment for a directed study is as follows:

- 1 hour of credit: a minimum of 3 hours/week on average (45 hours/semester)
- 2 hours of credit: a minimum of 6 hours/week on average (90 hours/semester)
- 3 hours of credit: a minimum of 9 hours/week on average (135 hours/semester)

Expectations for time commitment and type and amount of work will vary to some extent across different research projects. The student should clarify expectations with a particular faculty member prior to making a commitment to a project. Students who wish to take a directed study should complete a form and have it signed by the research supervisor and the departmental advisor, Dr. Solano. Forms for signing up for directed studies are kept in Dr. Solano’s mailbox in the Psychology Department Office.

The faculty’s commitment to a directed study is to supervise the student as necessary in their research. Contact with the faculty typically involves a minimum of one hour per week, either in lab or individual meetings with the student.

The value of a directed study cannot be overemphasized, particularly for students considering graduate school. First-hand experience in research as well as the opportunity for a faculty member to get to know a student well can be extremely helpful with respect to making choices about graduate school as well as having a competitive application (see also “Why Does the Psychology Department Emphasize Research?” on p. 18). Faculty research projects are listed on the faculty information pages at the end of this handbook. Students are expected to approach faculty whose research matches their interests about directed study opportunities. Faculty look forward to hearing from students interested in their research, so students should never hesitate to contact individual faculty members about such opportunities.
INTERNSHIPS

Official Policy for Internships

Psy 275 is the course designation for internships that are approved for academic credit. Such internships consist of field work in approved settings under the supervision of qualified professionals. Related readings and a term paper are required. Credits for an internship cannot count toward the minimum required for the major or minor. Psy 275 can be taken Pass/Fail only, and a maximum of 3 hours can be received. Prerequisites are official Psychology major or Psychology minor status plus completion of Psy 310 or 311 and a minimum 2.75 GPA. Students may receive pay for experiences that also receive internship credit.

The Psychology Department has some internships that are pre-approved. Students proposing an internship that has not been pre-approved (termed an ad hoc internship) must file their request in the appropriate form at least 1 month before the proposed start of the internship. For both internships types, students must secure permission from a Psychology Department faculty member who will assign the final grade.

Procedures for each type of internship follow.

Details and Procedures Regarding Pre-approved and Ad hoc Internships

A. Pre-approved Internships

Departmental pre-approved internships are described on the Psychology Department’s Blackboard site. Directions for applying for these internships are also provided on this website. Please be aware that advance planning is necessary even for a preapproved internship. Typically, the interview process and placement may take from one to six months before the start date. If you are interviewed and accepted for one of the pre-approved internships, please have the organization send an email confirming your acceptance to the Internship Coordinator in the Psychology Department.

B. Ad hoc Internships

If a student desires to propose an internship for academic credit that has not been pre-approved by the Psychology Department, an Internship Proposal must be completed. There are two versions of ad hoc internships: Research and Applied. To apply for these internships, the student should use the proposal format provided in this handbook.

For all proposed internships, the following requirements apply. The experience must:

a) be approved at least 1 month before the proposed start of the internship; internships will not be approved for academic credit if the internship has begun before submitting the proposal

b) have a significant academic component (e.g., reading literature related to the internship and a final paper that integrates experience and learning)

c) involve at least 45 hours of effort for each academic credit hour given

d) involve intellectual or professional experiences, not just routine duties such as clerical or technical

e) have an on-site supervision of academic and other components of the internship, as well as oversight by a faculty member of the Psychology Department (typically recruited by the student) who will assign the final grade.

f) fulfill all other requirements for academic credit listed for Psy 275
Typically, ad hoc research internships will be more easily approved for academic credit as they will probably have a substantial academic component and supervision from a supervisor with an academic background. Research internships usually more closely match what Psychology faculty would expect from a student working in their labs.

Although applied internships are quite worthwhile for a student to pursue, they typically do not warrant academic credit. An applied position often does not have the intellectual component necessary for academic credit. Another issue for students wishing to obtain academic credit for an applied internship is that they may not be able to obtain a Wake Forest faculty supervisor. Faculty do not receive compensation or work release from other duties for supervising internships done off campus or during the summer. Given a heavy load of teaching and research commitments, faculty members may not have time to take on such additional supervision. Students seeking to maximize their chances of receiving approval for ad hoc applied internships should approach faculty with interests closely connected to the proposed internship to assess their interest and availability for supervision.
Please prepare a proposal that includes all of the following information, put it in an envelope addressed to the Internship Coordinator, and turn it in to the Psychology Office.

1. Institution and Department at which Research will be Conducted

2. Contact Information for Supervising Person at Institution

3. Number of academic Credits Requested

4. Duration of Research Internship
   a. # of hours worked per week
   b. Total number of weeks of internship

5. Description of Research
   a. Description of research topic
   b. Description of research tasks in which you will be engaged
   c. Description of plans for reading of any academic articles or book chapters (number and type; the more specific you can be, the better)
   d. Description of plans for any product (e.g., term paper, conference submission)
   e. Description of plans for supervision and assessment on site (you must have an on-site internship supervisor who agrees to supervise the research, mentor any academic learning that accompanies the research, read / evaluate any academic product, and recommend a grade – Pass or Fail)

6. Supervisor Letter

   A letter from the supervisor agreeing to the role described in point 5 must be included with the proposal.
Ad hoc
Applied Internship Proposal
Request for Academic Credit

Please prepare a proposal that includes all of the following information, put it in an envelope addressed to the Internship Coordinator, and turn it in to the Psychology Office.

1. Organization at which Internship will be Conducted

2. Contact Information for Supervising Person at Organization

3. Description of Purpose / Interest Area of Organization as Related to Psychology

4. Number of Academic Credits Requested

5. Duration and Description of Applied Internship
   a. # of hours worked per week
   b. Total number of weeks of internship
   c. Description of applied work/duties

6. Academic Requirements
   a. List of academic articles or book chapters to be read, or description of plan to find them (expectation is that reading would be equivalent to reading for a course of similar credit value)
   b. Description of plans for term paper integrating readings and applied work
   c. Description of plans for supervision and assessment on site (you must have an on-site internship supervisor who agrees to supervise the applied work and its integration with readings, and to read the term paper and recommend a grade – Pass or Fail)

6. Supervisor Letter
   A letter from the organizational supervisor agreeing to the role described in point 6 must be included with the proposal.
THE HONORS PROGRAM IN PSYCHOLOGY

WHAT IS HONORS?

The honors program is designed to provide qualified and interested students with an opportunity to engage in independent study and research under faculty supervision. As described below, the honors program involves a sequence of three semesters, typically beginning in the spring of the junior year (upon occasion, qualified sophomores are admitted).

The honors program offers several benefits to participants. First, it offers advanced students the opportunity to develop their skills in a number of areas: reading and understanding psychological research; writing literature reviews and research reports; and designing, conducting, and analyzing original research studies. The emphasis is on the development of high-level research, analytical, and methodological skills through direct involvement in the research process.

Second, students in the honors program work one-on-one with a faculty advisor as they design and conduct their own research studies. Students find this valuable, both as an educational experience and as a way of getting to know faculty members personally.

Third, participation in the honors program is a plus for students who are interested in going to graduate or professional school. Admissions officers and corporate representatives report that they are impressed by honors students because the department thought enough of them to select them into the program, the student was motivated enough to carry out a high-level independent project, and honors students acquire a wealth of knowledge and skills that are useful in a number of contexts. Further, faculty advisors are good people for letters of recommendation because they know the student well.

GETTING INTO HONORS

Psychology majors who are interested in being considered for honors may apply to the honors program late in the fall semester of their junior year. Application forms may be obtained in the Psychology Department Office. After the fall semester grades are recorded, the faculty will review the applications and select 10-15 qualified students into the program. Accepted students will receive their letter of invitation in mid-January. Students who have applied in the fall should sign up for their Spring Psychology classes without consideration of possible honors classes. Once accepted, students may need to adjust their spring schedule.

Given the structure and requirements of the program, those who want to do Honors:

1) cannot go abroad after the fall of their junior year, and
2) must take Psy 311 (Research Methods in Psychology I) no later than the fall of their junior year

Students who cannot participate in Honors due to these limitations can still seek out similar research experiences through volunteering or doing directed study in a faculty member’s lab.

The primary criteria for invitation are grades and expressed interest in research. The grade requirement for graduating with honors is 3.2 overall and 3.5 in psychology. In general, all students who have or can achieve the required grade point averages in their last three semesters are eligible to apply. Because PSY 311 is a prerequisite for honors, only students who have completed 311 are considered. (Sophomores who have completed PSY 311 are also eligible to apply.)

Participation in the departmental honors program is not restricted to those who plan to pursue graduate training in Psychology. Many students who have gone to medical school, law school, MBA school, or who have gone into the business world have participated in the program and have reported that the experience was valuable. Students learn to formulate questions, to pursue answers to those questions independently, and to experience the excitement of discovery.
PSYCHOLOGY 381: SPRING (JUNIOR) HONORS SEMINAR

This seminar is normally taken by juniors in the spring semester following PSY 311. The seminar requires writing a literature review and a research proposal. These are distributed to members of the class and discussed by the class. The course grade is based on the quality of the written papers, the student's knowledge of his or her paper as indicated by the ability to answer questions and discuss the papers with the group, and contributions to class discussion on other students' papers.

Students are introduced to ongoing faculty research by having faculty members discuss their work in class. Each student is then assigned to work with a faculty member in formulating the final honors research project. This assignment is made on the basis of joint faculty-student interests. A proposal for the project is completed, with input from the faculty advisor, so that the project may begin in the fall of the student's senior year.

PSYCHOLOGY 383: FALL (SENIOR) HONORS SEMINAR

This seminar is taken during the fall semester of the senior year, following completion of PSY 311, 312, and 381. The course focuses on expanding student's knowledge of research design and statistics as well as having students carry out their own research projects. Texts and handouts are used to teach advanced research design and statistics. Students are expected to learn when certain analyses are appropriate and the assumptions of the analyses. Students are responsible for presenting course material to the class. A weekly lab for most of the semester gives students an opportunity to practice new statistics on the computer.

SPRING (SENIOR) HONORS Colloquium

During the spring semester of the senior year, honors students complete their projects. At the conclusion of their research, students make brief oral presentations about their research to the faculty and others at a special honors student colloquium. A written, journal-style paper is given to the faculty advisor. If the student's research and participation in honors program are approved by the faculty, the student is recommended for graduation with honors in psychology.

To obtain honors, a student must take both honors seminars and complete the independent research project. If a student completed the Junior Honors Seminar (PSY 381), but does not complete the program, the seminar carries elective credit.
PSYCHOLOGY ADVISING

Advising of New Major

1st Step: For those who declare during major declaration period, the first step is to attend a group meeting where course requirements and other information about the major is reviewed.

For those who declare at any other time, check with Ms. Hill approximately one week after you have turned in the Major Form. Once she accesses your Degree Audit form from WIN, she will let you know that you can contact Dr. Cecilia Solano, the departmental major advisor. Her email address is: solano@wfu.edu and her phone number is extension 5741.

Dr. Solano acts as the departmental advisor. She is available for meetings with students who wish to discuss their class choices. All students will be advised by Dr. Solano. If you have questions, please make an appointment with Dr. Solano. Dr. Solano’s signature is necessary for add and drop slips as well as directed studies permission forms.

Honors students are advised by Drs. Deborah Best and William Gordon. Ms. Hill will coordinate students meeting with these advisors.

2nd Step: Come to the major course registration session in the faculty lounge (Greene Hall 414). Each student will be notified about this session and assigned an appointment time. Students are instructed about how to prepare for this registration session at the group meeting described in Step 1. Faculty will be available to talk to students one-on-one, to review progress in the major, and to answer questions. (The advising form used to keep track of each student’s progress can be found on page 16.) Following one-on-one consultation with a faculty member, students can register for all courses in the major.

Advising for Course Registration in Subsequent Semesters

Each semester, the Psychology Department has advising during course registration in Greene 414. Signs are posted around Greene Hall notifying students of the dates for course registration. The department randomly assigns each student a window of possible registration times, thereby minimizing the number of students who will be in line at any given time. The list of student names and appointment times will be e-mailed to each student, placed on the bulletin board outside the main psychology office, and posted on the departmental web page. You may come to registration at any time between your assigned time and 11:30 on the morning of registration.

There are several forms in your folder at registration and advising time. You will have a Major Advising Form that has been filled out on the basis of your degree audit on WIN. There will also be an updated degree audit form, your major registration form (see example on page 17), and your optional course registration form. (If you are a double major and Psychology is not your primary major, then this last form will be at your primary major department office.)

You should have a general idea what courses you plan to take before coming to registration. This saves time for all involved. If you would like to do a Directed Study, you must get the instructor’s permission and signature on the form for this before being registered for that course.

Before you can be registered for your psychology courses, you must have them written on your registration form. Changes to these forms can be made during the advising session.
Once you have been advised, take your folder to Ms. Hill so she can preregister you for your courses.

Ms. Hill will take your folder, check that all of your information is up-to-date, and keep any materials that you do not need to take with you. She will then enter you directly into the computer for all of the psychology courses you wish to take. **You may sign up for as many psychology classes as you would like, with the exception of Group A and B courses.** If you wish to register for more than one Group course in a particular semester, you may note both courses on your registration form. (Put the first course you wish to take in the top course selection section. Put your second course selection in the Second Round Group Course Selection Only section.) However, Ms. Hill will only register you for one Group course during the initial registration appointment. During the afternoon after registration, she will attempt to register you for a second Group course. (It is recommended that you provide alternate Group courses on your registration form as a back-up in case your first choice is full. These should be placed in the Alternate Course Selections for Second Round Group Course Selection Only section.) Once she has completed the registration for the additional Group course, she will e-mail you to let you know which course has been added to your schedule.

Once you are registered, you may leave.
Name: _____________________________________________ Student I.D. #: ____________________________

Things to Check:
- Does student have 2.0 Overall GPA?
- Does student have 2.0 Psychology GPA?
- Will student have enough overall credits to graduate (120 hours)?
- Will student have enough Psychology credits to graduate (at least 32 hours; no more than 50 hours)?

An “*” in the square means a passing grade has been received for the requirement. A “+” in the square means that the course is in progress.

### UNIVERSITY REQUIREMENTS

- Basic Requirements
- Division I
- Division II
- Division III
- Division IV
- Division V
- Cultural Diversity
- Quantitative Reasoning

### PSYCHOLOGY DEPARTMENT REQUIREMENTS

- 151 Introductory Psychology (3 hrs)
- 311 Research Methods in Psychology I (4 hrs)
- 312 Research Methods in Psychology II (4 hrs)

**Capstone Course (senior standing):**
- 313 History and Systems (3 hrs)
- OR 392 Contemporary Issues in Psychology (1.5 hrs)

At least one course from:

**Group A (3 hrs):**
- 320 Physiological Psychology *(P 311)*
- 326 Learning Theory and Research *(P or C 312)*
- 329 Perception *(P 311; P or C 312)*
- 331 Research in Cognitive Psychology *(P or C 312)*
- 333 Motivation of Behavior *(not currently taught)*
- 338 Emotion

**Group B (3 hrs):**
- 341 Research in Developmental Psychology *(P or C 312)*
- 351 Personality Research *(P 311)*
- 355 Research in Social Psychology *(P 311)*
- 362 Psychological Testing *(P 311)*
- 374 Judgment and Decision Making *(P 311)*

### ELECTIVE COURSES (3 hours unless otherwise indicated)

(must take at least 13½ hours, but no more than 31½)

- 241 Developmental Psychology
- 243 Biopsychology
- 245 Survey of Abnormal Behavior
- 248 Cognitive Psychology
- 255 Personality
- 260 Social Psychology
- 265 Human Sexuality
- 322 Psychopharmacology
- 357 Cross-Cultural Psychology
- 363 Survey of Clinical Psychology *(P 245 and senior standing)*
- 364 Prejudice, Discrimination, Racism, and Heterosexism
- 367 Effectiveness in Parent-Child Relationships
- 268 Industrial/Organizational Psychology
- 346 Psychological Disorders of Childhood

- 270 Topics in Psychology *(1½ hrs each)*
  - _____ no. of hours completed
  - _____ no. of hours completed
  - _____ no. of hours completed

- 275 Internship in Psychology *(1 - 3 hrs each)*
  - _____ no. of hours completed

- 280 Directed Study *(1 - 3 hrs each)*
  - *(3 hours maximum unless over 32 hours)*
  - _____ no. of hours completed
  - _____ no. of hours completed
  - _____ no. of hours completed
REGISTRATION FORM FOR ___________________  Anticipated Date of Graduation: ___________________

Name: ________________________________  I.D. #: ____________________

Student's Signature: ____________________

Advisor's Signature: ____________________

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**NON-GROUP COURSE SELECTION** (see Group course selection below)

Please indicate your non-group course selections in the spaces below. You may choose as many major courses as you want during this advising time

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**GROUP COURSE SELECTION**

**ROUND 1 COURSE SELECTION:**

Please indicate your choice for Group A or B course during your initial registration in the space below:

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**ROUND 2 COURSE SELECTION** (only if you intend to take two Group courses in the same semester):

Please indicate your choice for Group A or B course during the 2nd round of registration in the space below:

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**ALTERNATE COURSE SELECTION FOR SECOND ROUND GROUP COURSE SELECTION ONLY**

If your first choice Group course for the 2nd round of registration is full, please indicate an alternate course selection below.

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<td>A or B?</td>
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RESEARCH IN THE DEPARTMENT OF PSYCHOLOGY

The Department of Psychology has always stressed the importance of scholarly work by its faculty and students. Active research is important not only for its contribution to knowledge about behavior, but also as a vehicle for continued faculty development and for the training of undergraduate and graduate students. Among the graduate departments of psychology in the country that offer only Master's programs, Wake Forest ranks among the top three in terms of faculty and student research productivity.

GETTING INVOLVED IN RESEARCH

Each year, many students become involved in research. Through their participation on research projects, students develop research and analytic skills, have an opportunity to work directly with faculty, and, sometimes have the opportunity to coauthor research presentations or papers with faculty.

Students become involved in research in several ways. One option is simply to volunteer to work with a faculty member to obtain experience with the research process. Alternatively, some students take PSY 280 (Directed Study) and obtain course credit. Students who wish to register for PSY 280 must obtain prior approval of a faculty member (see section on Directed Study). Occasionally, students are hired as research assistants by faculty members in the Psychology Department and at the Bowman Gray School of Medicine. Finally, some students become involved in research each year through the Departmental Honors Program.

Students interested in becoming involved in research are encouraged to talk to individual faculty members and to consult the Faculty pages at the back of this handbook, which list research interests and current research projects in which students can get involved (see also Section on Directed Study, p. 8).

WHY DOES THE PSYCHOLOGY DEPARTMENT EMPHASIZE RESEARCH?

New psychology majors are often puzzled by the emphasis that the psychology department places on research: a major requires two semesters of research methods and statistics (311-312) along with an advanced research course (such as PSY 341, 351, 355, 362, or 374), most courses are heavily based on the research literature, students are encouraged to become involved in research, and the faculty maintain ongoing research programs. Many students, particularly those whose interests lie in the "helping" aspects of psychology (such as clinical psychology) often ask why we emphasize research so heavily.

The most obvious reason, of course, is that research is needed to understand behavior. In the 1870s, psychology moved from armchair speculation about why people and animals behave as they do to a research-based science that tests the usefulness of various explanations about the causes of behavior. The material covered in courses is the result of over a century of research by thousands of behavioral scientists around the world. Many psychologists see contributing to our knowledge of behavior as part of their job as teachers, clinicians, or consultants.

A second function, research teaches critical thinking. We all use information every day to make decisions relevant to our personal and professional lives. We are bombarded by information from books, articles, advertisements, parents, friends, and teachers. By learning how researchers test the validity of ideas, we can learn how to evaluate information critically in everyday life. By applying the same critical approach to evaluating information in everyday life that researchers use, students can lower their chances of being led astray by misinformation.

Third, research is educational. An excellent way of becoming an "expert" on some topic is to design and conduct research in the area. That is one reason why universities insist their faculty stay active in the research process. By remaining active as researchers, faculty engage in an ongoing learning process as they stay in touch with their areas of expertise. Research can serve the same purpose for students. Students who get involved in research become immersed in a particular area and emerge an "expert" on the topic.
Many students have no intention of doing research as part of their careers; indeed, many of our majors do not plan to become psychologists at all. Even for them, a solid grounding in research can be quite useful. For example, for those who go into clinical or counseling psychology, a background in research allows them to keep up with the latest developments in psychological assessment and treatment. Psychologists and others who provide psychological services are obligated to stay abreast of the research literature that deals with consulting and therapy. Many professionals must be able to read and understand research journals in order to perform effectively in their careers. However, journal articles are virtually incomprehensible unless a person has had some exposure to the research process. Thus, a background in research is important because it allows students to understand research that is relevant to their professions.

A final reason why psychologists emphasize research is because graduate admission committees around the country weigh research quite heavily when admitting students to graduate school. Admissions decisions are usually based on four criteria: scores on the Graduate Record Exam (GRE), undergraduate grades, research experience, and letters of recommendation. Thus, for students who plan to go to graduate school, involvement in research may give them an edge over many other students at admissions time.
APPLYING TO GRADUATE SCHOOL IN PSYCHOLOGY

Applying to graduate school can be a confusing and intimidating affair. With several hundred graduate programs in the United States alone, students may become overwhelmed by the application process. For this reason, the Wake Forest Psychology Department has implemented a system for helping students through the process of applying to graduate school. Many resources for Applying to Graduate School can be found on the Psychology Blackboard site (“Psychology Undergraduates”).

TYPES OF GRADUATE PROGRAMS

The number and variety of graduate programs in psychology is staggering. Fortunately, a complete catalog of all programs in the United States and Canada can be found in the book, *Graduate Study in Psychology*. You can obtain your own copy from the American Psychological Association or borrow a copy from the psychology office.

**Master's programs.** At the most general level, there are two kinds of master's programs. "General" (sometimes called "general experimental" master's programs) provide a strong grounding in basic theory and research across all areas of psychology, but do not train applied psychologists. "Specialized" master's programs (such as those offering master's degrees in clinical, school, counseling, or industrial-organizational psychology) provide training for people who wish to practice psychology after receiving their master's degree.

Which program is best for you depends upon your career goals. If you intend to stop your education with a master's degree, after which you will practice psychology, a specialized master's degree program in clinical, counseling, school, and industrial-organizational psychology may be your best route.

However, programs in general psychology are appropriate if you (a) plan to go on to get your Ph.D. after completing your master's, (b) want to work in a setting other than practice after getting your master's (community college teaching, research, consulting), or (c) know you want to go on in psychology, but are not quite certain which specialty area is best for you. Opportunities for work in applied/practice settings are possible with a general M.A., but such opportunities are limited.

Note that, if you want to go on to get your doctorate in clinical, counseling, or school psychology, you are sometimes better off having a general master's degree than a specialized (clinical, counseling, or school) master's. This is because Ph.D. programs in the applied areas prefer their students to enter with a strong background in general psychology and research on which they can build applied skills. Students with a master's degree in general psychology are better prepared for doctoral-level work in applied areas of psychology than students with a specialized master's degree. Furthermore, doctoral programs are less likely to accept M.A. credit from specialized than general master's programs, so it may take longer for you to obtain your Ph.D. There are some exceptions to this advice particularly for Counseling Ph.D. program, so be sure to investigate the particular areas and programs that interest you most.

**Doctoral programs.** Students desiring to obtain their Ph.D. must choose the area of psychology they wish to specialize in before starting the application process. Different universities have strengths in different areas so that those with the best programs in some areas of psychology are not necessarily those with the best programs in other areas.

If you are applying to doctoral programs in clinical, counseling, or school psychology, you need to consider whether the program is APA-accredited. Accreditation by the American Psychological Association indicates that the program meets the APA's minimum qualifications. Programs in areas of psychology other than clinical, counseling, and I-O are not accredited.

Competition for doctoral programs is intense, particularly in clinical, counseling, and I-O psychology. It is not unusual for a program to receive over 300 applications, from which less than 15 students are chosen. As a result, many people who want to get a Ph.D. in clinical, counseling, or I-O psychology choose to get their master's degree first. Armed with proof that they can do graduate-level work, master's graduates often are far more successful in being admitted to highly competitive programs than people with a B.A. only.
All students intent on applying to doctoral programs, regardless of specialty, should "back up" their first choices with applications to good master's programs. This way, should you not be admitted directly to a doctoral program, you can take the master's route.

Other programs. Keep in mind that you may not need to go to graduate school in psychology to obtain the sort of job you want. Many other fields specialize in preparing people for the "helping professions," such as social work, special education, rehabilitation counseling, physical therapy, and so on.

ADMISSIONS CRITERIA

Generally speaking, the admissions committees for all graduate programs use four primary pieces of information to make their decisions: scores on the Graduate Record Exam (GRE), undergraduate grades, letters of recommendation, and your statement of purpose. Programs have markedly different requirements regarding the scores and grades needed to be a viable applicant. Refer to Graduate Study in Psychology for this information.

Graduate Record Exam. The "General" portion of the GRE is a test of verbal, mathematical, and writing ability that, in many ways, resembles an advanced version of the SAT. Year round computer-based testing is available at test centers worldwide and appointment are scheduled on a first-come, first-served basis. To register, call 1-800-GRE-CALL. You should take it during the summer prior to your senior year or as soon as possible in the senior year if you plan to attend graduate school the following year. The psychology subject test is paper-based and administered several times per year (e.g., November, December, and April). You should determine if the subject test is required for the schools to which you are applying. The GRE website can be found at http://www.gre.org.

Grades. Generally speaking, students must have an overall grade point average of B or better for admission to most graduate programs. Most programs are interested primarily in grades during the past two years, so do not worry too much if your freshman or sophomore grades are weaker.

Letters of recommendation. Graduate programs usually ask for three letters of recommendation. These letters should be from faculty members who know you well; letters from faculty for whom you worked as a teaching or research assistant are particularly useful. Overall, letters from psychology faculty probably carry more weight than those from other departments. However, if you have worked closely with a faculty member in another department, do not hesitate to get a letter from that professor. If you want to obtain a letter of recommendation from someone who is not a faculty member – a former employer or supervisor, for example – this should be in addition to the normal three letters.

Statement of purpose. Most programs ask the applicant to write some sort of personal statement that describes their reasons for choosing psychology as a professional. Because your statement provides the admissions committee with information about your goals, motivation, writing skills, and other intangibles, it's a good idea to have a faculty member proofread and edit your statement.

THE GRADUATE SCHOOL ADVISING SYSTEM

In April of the junior year, students interested in graduate school attend a group meeting in which they receive basic information about applying to graduate school. Students are advised to research graduate school options over the summer between their junior and senior years. The GRE can also be taken over the summer. Early in the fall of the senior year, each student fills out a graduate school interest form. Once these have been submitted to the department, each student is assigned three faculty members from whom they can request letters of recommendation (based on the student's input plus consideration of distributing work load across faculty). Small group meetings for students interested in particular kinds of graduate programs are held. By mid-October, students planning to apply to graduate school hand in a tentative list of schools to which they might apply. The number of schools depends on the type of program, the student's qualifications, and the competitiveness of the program. Typically, students apply to 6 to 10 programs. All faculty then meet to discuss each student's initial list of schools so that all faculty members can make suggestions regarding
additional or more appropriate programs for a particular student. After this meeting, students get feedback about their lists of schools. After reviewing this feedback, the student applies to programs. As much as possible, students should give faculty reference information for all programs at once, well organized with clear instructions about due dates, forms, etc. Addressed and stamped envelopes should be provided for all schools.

One letter writer is designated “primary.” This person is available to read your statement of purpose and give advice/answer questions once you have received offers. Any offers you receive are yours to consider until April 15; do not allow yourself to be pressured into a premature decision. Do not accept an offer for admission until you are certain that it is the program you want to attend. After the student makes his or her final decision, this decision, as well as the outcome of all applications, is reported via an Admission Status Form, which should be returned to Teresa Hill by end beginning of final exams during the spring semester.

A NOTE ABOUT CHOOSING PROGRAMS

In selecting the programs to which you will apply, do not be influenced by your perceptions of the undergraduate aspect of the institution. Many universities that are not known as particularly strong undergraduate schools have fine master's and doctoral programs. Likewise, some strong undergraduate schools have weak graduate programs. Do not let the criteria you used to choose an undergraduate school unduly influence your choice of a graduate institution.

COMMON QUESTIONS ABOUT GRADUATE SCHOOL IN PSYCHOLOGY

What can I do with a master's degree in psychology? In general, people with a master's degree can do virtually the same kinds of activities as people who have the Ph.D. Not only can they practice as master's level clinical, counseling, and school psychologists, but they can teach, consult, and work as researchers. However, psychologists with a master's degree typically work under the supervision of a doctoral-level psychologist, and may be limited in how far they can advance in their careers.

Is it beneficial to work a few years before going to graduate school? Generally, it does not matter one way or the other. However, if you are not ready for graduate work, you would do better to wait.

I do not think I can afford graduate school. What should I do? Many students do not realize that the majority of graduate students across the country not only do not pay tuition, but are actually paid a small stipend to allow them to attend graduate school. Often, graduate students work as research assistants or teaching assistants, or receive scholarships or fellowships.

How long can I expect to spend in graduate school? Master's programs usually require one to two years to complete. Doctoral programs typically require four to six years if the student enters with a B.A., and two to four years if the student enters with a master's degree. Students in applied programs must also complete internships toward the end of their training. If the time requirements seem overwhelming, keep in mind that graduate school is usually much different than undergraduate school. As an undergraduate, you received most of your education in organized courses. As a graduate student, coursework is much less important, and your education is based more heavily on direct experience in research, teaching, or applied settings.

More information about graduate school and careers in psychology, as well as internship and research opportunities can be found via the Blackboard course called “Psychology Undergraduate Grad School & Careers,” sponsored by the psychology department.
The Department of Psychology offers graduate work leading to a research-oriented general MA degree. The MA program at Wake Forest is appropriate for students with a variety of goals.

First, well-prepared students who plan to continue to the PhD may wish to receive a broad training before the specialization required at the doctoral level. The Master’s program often gives them a better basis for selecting a PhD program as well as a stronger academic foundation for their doctoral work.

Second, students who wish to better prepare themselves for application to a PhD program will benefit from the Master’s program. The general MA program allows them to strengthen their backgrounds with a high degree of individual attention from graduate faculty (student/faculty ratio is 2:1) before applying to PhD programs. The department has a good record of placing graduates in doctoral programs in all major areas of psychology, including clinical and counseling.

The department adopts a mentorship model of graduate education in which students work closely with a faculty advisor during their two years in our program. Typically there is a 2:1 graduate student-faculty ratio that provides the student with individualized attention and, therefore, superior training. Because our program is designed to prepare students for entry into doctoral programs, there is a strong emphasis on research. Students conduct both a first-year research project and a thesis. These projects typically result in conference presentations and/or publications.

The Master’s program includes course work in small seminar classes and firsthand research experience. A student will become familiar with the content and the methods of psychology at an advanced level. Two years are required to complete the program.
UNDERGRADUATE STUDIES COMMITTEE

The Undergraduate Studies Committee (USC) of the Psychology Department is a joint committee of undergraduate students and faculty. The function of the USC is to serve as a liaison between the faculty and undergraduate students in the department. The committee regularly reviews the undergraduate curriculum to identify needed changes in course offerings. It also considers modifications of departmental policy, discusses a variety of student concerns, and works to provide helpful information to the majors. The committee sponsors a faculty-student social, a panel on career options with a BA, as well as other forums of interest to psychology students. Any issue that affects the students and the undergraduate program in psychology is of interest to this committee.

New student members are recommended by department faculty and appointed by the faculty chair of the committee each fall. Dr. Buchanan is currently chair of the committee.

PSI CHI

Psi Chi is the national honorary society in psychology with chapters in over 650 colleges and universities. The purpose of Psi Chi is to recognize outstanding students in psychology, to encourage excellence in psychology, and to advance the science of psychology. The Wake Forest chapter of Psi Chi was installed in 1987.

Membership in Psi Chi is open to students with the following qualifications: (a) registration for a major or minor in psychology, (b) completion of 9 hours in psychology with a minimum GPA in psychology of 3.0, (c) a class rank in the upper 35% of one's class in general scholarship (i.e., overall GPA). Each spring, students meeting these qualifications are identified and invited to become members. Any student who believes he or she meets the qualifications and is not contacted by March 1st of a given year should contact the chapter president or faculty advisor. The faculty advisor is Dr. Furr.
PSYCHOLOGY DEPARTMENT COLLOQUIA

The psychology department has a colloquium series each year to which the public is invited. Colloquia are normally held on Wednesdays at 3:00 or 4:00 p.m., followed by a social hour (with refreshments) in the Faculty Lounge so that faculty, students, other guests, and the speaker can interact informally. Most of the colloquia involve presentations of original research or theory, given by invited speakers, faculty members, or students. The last colloquia each year are presentations of individual research by the honors and first-year graduate students. The colloquium format is not rigid, however, and panel discussions on topics of interest to faculty and students are also held.

Announcements of colloquia are posted on bulletin boards, appear in the Cross Campus section of the Old Gold and Black, and are announced in classes. Each year speakers of national or international reputation give presentations that all psychology students can benefit from hearing. The faculty strongly encourage all undergraduate and graduate students to take advantage of these opportunities to learn about psychology from people who are directly involved in research and practice.

DEPARTMENTAL FACILITIES

In Greene Hall, the Psychology Department has two large classrooms (70 capacity), two medium classrooms (40-person capacity), one small classroom (24-person capacity), and two seminar rooms (18-person capacity). There are also more specialized laboratory/classrooms for research methods, perception/cognition, physiological, and learning/motivation. In addition there are a large number of labs for student and faculty research, as well as a departmental library housing about 200 periodicals in psychology. Space in Winston Hall is available for animal research.
The history of the Department of Psychology at Wake Forest begins with the College's self-study of 1955 in which it was recommended that the joint Department of Psychology and Philosophy be divided into separate departments. The decision to separate the two departments, which had occurred in many universities in the 1920s and 1930s, had been delayed at Wake Forest primarily due to the broad training and interests of Dr. A. C. Reid, the long-time chairman of the joint department. Dr. Reid had studied with E. B. Titchener, one of the leading American psychologists of that era. Titchener himself had been a student of Wilhelm Wundt, who established the first psychological laboratory in Germany in 1879, and who is generally considered to be the founder of modern scientific psychology.

On April 26, 1957, the Board of Trustees voted to divide the joint department during the 1957-58 year, and implementation of the psychology program was begun during the spring of 1958 when Dr. John Frederick Dashiell came to Wake Forest as acting chairman of the department. During the year 1958-59, Dashiell began teaching courses in introductory and developmental psychology, assisted by Dr. Pascal Strong of the medical school who taught courses in abnormal psychology and statistics. Among other duties, Dashiell recruited the first continuing faculty members of the new department: John E. Williams, who had been on the faculty at the University of Richmond, and Robert C. Beck, who had recently completed his Ph.D. at the University of Illinois.

The first year of full operation of the new department was 1959-60. Dashiell and Beck had full-time teaching appointments while Williams divided his time between the department and the newly-organized Center for Psychological Services (now the University Counseling Center), of which he was Director. The physical facilities of the department consisted of one large office in Reynolda Hall (Room 209), Room 11 in the basement of Kitchin Dormitory which was used as a classroom-laboratory for experimental psychology, and rooms on the plaza level of Efird Hall. Psychology classes were taught in Room 20 in Reynolda Hall until the occupancy of Winston Hall in 1961.

The years 1960-1963 saw a continuation of the development of new programs. David A. Hills, who had just completed the Ph.D. at the University of Iowa, joined the faculty, and Dr. Williams was appointed chair of the department. Dashiell was replaced by Robert H. Dufort in 1961. David Catron and Jack Hicks were hired as new faculty members in 1963.

The curriculum in 1960 emphasized empirical knowledge about behavioral processes and the methodology for acquiring such knowledge. The basic requirements for all majors included courses in introductory psychology, experimental psychology, statistics, and, after 1962, history and systems. Statistics and experimental psychology were combined into a single, year-long, sequence (Psychology 311-312) called Experimental and Quantitative Methods in Psychology. This course, which was later renamed Research Methods in Psychology, is still referred to by some faculty as "E & Q."

Winston Hall was occupied in 1961 and the department was allocated $40,000 for equipping the psychology labs in the new building. The department was also authorized to begin an honors program and to offer graduate work at the Master's level as soon as funds were available. Graduate work in psychology began in the fall of 1964 with the implementation of a general, research-oriented Master's program. From 1966 through 2000, the department awarded Master's degrees to over 314 students, 66% of whom have gone on to doctoral work at other institutions.

During the 1960s and 70s, minor changes were made in the undergraduate and graduate curriculum as individual courses were added or deleted and the honors curriculum implemented. By the early 70s, the faculty felt a need for a major study of the curriculum to reflect changes within the field of psychology and in the department.
In the curriculum, instituted in 1975, students were required to take Introductory Psychology, Research Methods in Psychology, History and Systems and one advanced course from each of two groups: Research in Personality, Research in Social Psychology, and Psychological Testing (subsequently, Research in Child Development was added); and Learning, Motivation, Perception, and Physiological (Cognition was added in 1986 and Animal Behavior was added in 1999). The earlier course in Experimental and Quantitative Methods was broadened to include more emphasis on non-experimental research and the name was changed to Research Methods in Psychology. In addition, to add flexibility to the curriculum, a series of modular, "topics" courses was added.

In October, 1999, following the completion of the construction of Greene Hall, the department moved into state-of-the-art laboratory, classroom, and office space. Greene Hall has provided new research and teaching opportunities for faculty and students.

The department is currently made up of 17 full-time faculty, 11 part-time faculty, approximately 157 junior and senior undergraduate majors, 18 junior and senior undergraduate Honors students, and 19 graduate students.

In February 2006, the Department of Psychology adopted a new curriculum. Under the new curriculum, students will continue to take Introductory Psychology, Research Methods in Psychology (311 and 312) and Contemporary Issues in Psychology (392). While students were previously required to take courses from three different groups of courses, under the new curriculum, students will take one course from two groups (Group A – 320, 326, 329, 331, 333, and 338; Group B – 341, 351, 355, 362, and 374).
PHILLIP G. BATTEN, Adjunct Assistant Professor

Education
- BA, Religion, University of North Carolina at Chapel Hill, 1971
- MA, Religion, Yale Univ, 1973
- MA, Psychology, Wake Forest University, 1979
- PhD, Clinical Psychology, University of North Carolina at Chapel Hill, 1983

Came to Wake Forest
- 1992

Major Area
- Clinical psychology
- Human sexuality

Scholarly Interests
- Loneliness, self-disclosure

Courses Taught
- Human Sexuality
- Introductory Psychology

Professional Memberships
- American Psychological Association
- North Carolina Psychological Association

Hobbies and Outside Interests
- Racquetball
- Minor league baseball
DEBORAH L. BEST, Professor

Education
BA, Psychology, Wake Forest University, 1970
MA, Experimental Psychology, Wake Forest University, 1972
PhD, Developmental Psychology, University of North Carolina at Chapel Hill, 1981

Came to Wake Forest
1972

Major Area
Developmental psychology

Scholarly Interests
- Stereotypes and attitudes
- Cross-cultural psychology
- Cognitive development

Courses Taught
- Honors Seminar
- Cross-Cultural Psychology

Professional Memberships
- American Psychological Association
- American Psychological Society
- Society for Research in Child Development
- Society for Cross-Cultural Research
- International Association for Cross-Cultural Psychology
- Sigma Xi
- Psychonomic Society

Current and Past Offices
- Associate editor, Journal of Cross-Cultural Psychology
- Past President, International Association for Cross-Cultural Psychology
- President-Elect, Society for Cross-Cultural Research

Awards and Honors
- Wake Forest University Excellence in Teaching Award, 1984
- Wake Forest University Excellence in Research Award, 1986
- APA Young Psychologists Program Award, 1984
- Schoonmaker Award for Community Services, Wake Forest University, 1994
- William L. Poteat Professor of Psychology, 1997-
- Phi Beta Kappa
- Omicron Delta Kappa

Hobbies and Outside Interests
- Gardening, Hiking, Water sports, Snow skiing, Golf
- Community service (Board of the Special Children's School, YMCA, Crosby Scholars)
TERRY D. BLUMENTHAL, Professor

Education
BSc, Psychology, University of Alberta, 1979
MS, Psychology, University of Florida, 1982
PhD, Psychology, University of Florida, 1985

Came to Wake Forest
1987

Major Area
Psychophysiology
Psychopharmacology

Scholarly Interests
Physiological mechanisms that underlie behavior and information processing; drug and placebo effects

Courses Taught
• Introductory Psychology
• Physiological Psychology
• Psychopharmacology
• Contemporary Issues in Psychology
• First Year Seminar

Professional Memberships
• Association for Psychological Science
• Society for Neuroscience
• Society for Psychophysiological Research
• Psychonomic Society

Consulting
• Australian Research Council
• Department of Defense Polygraph Institute
• M.D. Anderson Cancer Center
• National Institutes of Health
• Swiss National Research Foundation
• The Brain Resource Company

Current and Past Offices
• SACS Committee
• Chair, Committee on Academic Planning
• First Year Seminar Committee
• Chair, Committee on Information Technology
• Research Advisory Council
• Chair, Committee on Athletics
• Chair, WFU Institutional Review Board

Hobbies and Outside Interests
• Reading
• Walking
• Cooking

Opportunities for Student Research
Research in my lab is conducted by both graduate and undergraduate students, with students often working as a team on more than one ongoing project. These research projects usually involve measuring the startle eyeblink response, a very informative brainstem reflex. Students can use this response to investigate questions relating to areas that include cognition, personality, psychopharmacology, social, abnormal, perception, and neuroscience.
CHRISTY BUCHANAN, Professor

Education
BA, Psychology, Seattle, Pacific University, 1982
PhD, Developmental Psychology, University of Michigan, 1988

Came to Wake Forest
1992

Major Area
Developmental Psychology

Scholarly Interests
• Beliefs about adolescence
• Development of positive behaviors and concerns during adolescence
• Parenting and family relationships during adolescence, including ethnic and cultural differences
• Adolescents’ adjustment to parental divorce and conflict

Courses Taught
• Developmental Psychology
• Introductory Psychology
• Contemporary Issues: Adolescent Development
• Effective Parent-Child Relationships
• Child Development and Social Policy

Professional Memberships
• Society for Research in Child Development
• National Council on Family Relations
• Society for Research on Adolescence
• American Psychological Association

Awards and Honors
• Wake Forest University Junior Faculty Fellowship, 2000-2003
• Herschel Thornburg Dissertation Award, awarded by the Society for Research on Adolescence, 1990
• Fellowship in the Bush Program in Child Development and Social Policy, the University of Michigan, 1994-1996

Hobbies and Outside Interests
Sports (e.g., swimming, tennis, skiing) and outdoor activities (e.g., walking, hiking), yoga, reading novels, playing piano, watching athletic events, traveling.

Opportunities for Student Research
• Views of adolescents and the origins and consequences of those views. How expectations about “typical adolescent behavior” affect parents’ and children’s behavior and the messages they convey to one another. Ethnic and socioeconomic differences in the above. Involves coding and analyses of existing data as well as the potential to help design new studies and gather new data. Potential opportunities for students who speak Spanish or have an interest in the Latino immigrant population.
• Impact of divorce and associated family events during childhood on memories and feelings about the family during young adulthood. Involves adapting questionnaires and methods from a previous study to fit a lower SES sample, recruiting subjects, administering questionnaires, and analyzing data.
DALE DAGENBACH, Professor

Education
BA, Psychology, New College, 1976
MA, Developmental Psychology, Michigan State University, 1983
PhD, Cognitive Psychology, Michigan State University, 1985

Came to Wake Forest
1990

Major Area
Cognitive psychology; cognitive neuroscience

Scholarly Interests
- Attention and perceptual encoding
- Cognitive neuropsychology of visual attention
- Cognitive neuropsychology of long-term memory
- Addition of new information to semantic memory structures
- Inhibitory processes in attention and memory
- Cognitive aging
- Role of the thalamus in working memory

Courses Taught
- Cognitive Psychology
- Developmental Psychology
- History and Systems
- Introductory Psychology
- Research Methods

Professional Memberships
- American Psychological Society
- Midwestern Psychological Association
- Psychonomic Society

Awards and Honors
- NIMH Postdoctoral Fellowship in cognitive neuropsychology, Johns Hopkins University
- Wake Forest University Award for Excellence in Faculty Research

Hobbies and Outside Interests
- Reading history
- Hiking
- Occasional dabblings at painting

Opportunities for Student Research
Directed study opportunities are generally available in my lab. In the recent past, undergraduate students in my lab have worked on projects on cognitive aging, Parkinson’s disease and cognition, gender differences in attention, attention and automaticity, attention and anxiety, functional neuroimaging of attentional control, and false memory. The results from many of these projects have been presented at various conferences. If you have your own ideas about something in the area of attention or memory, I’d be happy to work with you to develop a suitable project. Alternatively, I can find a variation of an ongoing project that you can work on.
C. DREW EDWARDS, Adjunct Associate Professor

Education
BA, Psychology, Furman University, 1966
MA, Psychology, Wake Forest University, 1968
PhD, Clinical Psychology, Florida State University, 1972

 Came to Wake Forest
1980

Major Area
Clinical and developmental psychology

Scholarly Interests
• Disorders of attention, learning, and conduct
• Child psychotherapy
• Parent training

Courses Taught
• Abnormal Psychology
• Effective Parent/Child Relationships
• Introductory Psychology
• Psychological Disorders of Childhood

Professional Memberships
• American Psychological Association
• Association for Psychological Science
• North Carolina Psychological Association

Consulting
Full-time clinical child psychology practice

Hobbies and Outside Interests
• Reading
• Classical music
• Being a grandfather
WILLIAM W. FLEESON, Professor

Education
BA, Philosophy, University of Wisconsin, 1987
MA, Psychology, University of Michigan, 1990
PhD, Personality Psychology, University of Michigan, 1992

Came to Wake Forest
1996

Major Area
Personality psychology

Courses Taught
• Introduction to Psychology
• Research in Personality
• Research Methods
• Seminar in Personality
• Personality and Close Relationships

Professional Memberships
• American Psychological Association
• American Psychological Society
• American Association of University Professors
• Association for Research in Personality
• Society for Personality and Social Psychology
• European Association for Personality Psychology

Awards and Honors
• Fellow, Association for Psychological Science
• Visiting Scientist, Max Planck Institute for Human Development, Germany
• Society for Personality and Social Psychology Theoretical Innovation Prize for 2002
• Ollen R. Nalley Associate Professor
• NIMH Grant RO1MH70571 – “Integrating Process and Structure in Personality” (Principal Investigator)
• Kirby Faculty Fellowship

Hobbies and Outside Interests
• Spending time with Anne
• Card games
• Pisgah National Forest

Opportunities for Student Research
• Why are people different from each other?
• How do behaviors affect psychological well-being?
• What kinds of behavior represent character?

Note for the potentially interested: I get especially intrigued when a student has a strong interest in one of these questions and can tell me what interests him or her about it.
R. MICHAEL FURR, Associate Professor

Education
BA, College of William and Mary, 1992
MS, Villanova University, 1995
PhD, University of California at Riverside, 2000

Came to Wake Forest
2004

Major Area
Personality and Quantitative psychology

Scholarly Interests
• Perceptions of each others’ personality characteristics
• Personality and behavior across situations
• Personality pathology
• Personality, impression management, and self-presentation

Courses Taught
• Introductory Psychology
• Personality Psychology
• Research Methods and Statistics
• Psychological Testing

Professional Memberships
• Association for Research in Personality
• Society for Personality and Social Psychology
• American Psychological Association Division 5 (Evaluation, Measurement and Statistics)

Awards and Honors
• Young Psychologist Award and Travel grant to attend the International Congress for Psychology, Beijing, China, 2004 – Awarded by the U.S. National Committee for the International Union of Psychological Science
• American Psychological Association – Dissertation Research Award, 1999

Hobbies and Outside Interests
• Music, Reading, Watching sports, Exercise

Opportunities for Student Research
• Do we understand each others’ personalities accurately? Are some people truly “better judges” of personality than others? What affects the accuracy and nature of personality judgments?
• Why does a person act, think, and feel so differently in one situation than in another? What do those “cross-situational changes” in behavior, thoughts, and feelings say about the idea that there is something stable and consistent in our personalities? In what way can a stable personality play a role in driving a highly-varying pattern of behavior? Are some people more consistent in their behavior than others? If so, why?
• How does personality pathology affect one’s behavior and social relationships? What are the environmental cues that trigger symptoms of pathology? Are there clusters of symptoms within a disorder – that is, are there “subtypes of disorders?”
WILLIAM C. GORDON, Professor

Education
BA, Psychology, Wake Forest University, 1968
MA, Psychology, Wake Forest University, 1970
PhD, Experimental Psychology, Rutgers University, 1973

Came to Wake Forest
2002 (as Provost and Professor of Psychology)
2008 (as full-time Professor of Psychology)

Major Area
Animal learning and memory
Comparative cognition

Scholarly Interests
Memory processes in non-human species, Pavlovian conditioning, applications of learning principles in the academic environment

Courses Taught (selected courses taught at previous institutions)
• Introductory Psychology
• Theories of Learning
• Learning and Memory
• Comparative Cognition

Professional Memberships
• American Psychological Society
• Psychonomic Society
• American Council on Education

Consulting
University System of Georgia, University of North Carolina System, Elon University, Southern Association of Colleges and Schools

Past Offices (selected offices held)
• Dean, Provost, and President, University of New Mexico
• Provost, Wake Forest University
• Co-chair, Wake Forest University Planning Council

Hobbies and Outside Interests
Golf, reading, travel, watching my teen-agers play high school athletics, attending Wake Forest athletic events

Opportunities for Student Research
Beginning research on variables that impact persistence and success in college students
HEATH L. GREENE, Adjunct Assistant Professor

Education
- BA, Psychology, University of North Carolina at Chapel Hill, 1994
- MA, Psychology, Fuller Theological Seminary, School of Psychology, 1999
- MA, Christian Leadership, Fuller Theological Seminar, School of Theology, 2001
- PhD, Clinical Psychology, Fuller Theological Seminary, School of Psychology, 2003

Came to Wake Forest
- 2007

Major Area
- Clinical Psychology

Scholarly Interests
- Adolescent Adjustment
- Anxiety
- Attention-Deficit/Hyperactivity Disorder
- Faith and Spirituality in Psychology
- Group Therapy
- Male Gender Issues
- Obsessive-Compulsive Disorder

Courses Taught (selected courses taught at previous institutions)
- Introductory Psychology
- Survey of Abnormal Behavior

Hobbies and Outside Interests
- Running, triathlons, skiing, snowboarding, racquetball, and outdoor activities (e.g., backpacking, hiking, kayaking), gardening
JANINE M. JENNINGS, Associate Professor

Education
BSc, Psychology, University of Toronto, Canada, 1989
PhD, Cognitive Psychology, McMaster University, Canada, 1995
Postdoctoral Fellow, Neuroimaging, Rotman Research Institute, Canada, 1998

Came to Wake Forest
1998

Major Area
Cognitive Psychology, Cognitive Aging, Cognitive Neuroscience

Scholarly Interest
- Effects of aging on conscious and unconscious memory processing
- Cognitive rehabilitation techniques for memory deficits in older adults
- Influence of diet, exercise and time of day on cognitive performance in older adults
- Neuroimaging studies of memory
- Memory performance in special populations (e.g., anxiety disorders)

Courses Taught
- Cognitive Psychology
- PSY 392: Unconscious Influences on Behavior
- Research in Cognitive Psychology
- PSY 270: Research on Aging
- Research on Aging

Professional Memberships
- Psychonomic Society
- Omicron Delta Kappa Society
- American Psychological Association

Hobbies and Outside Interests
- Literature
- Film
- Politics

Opportunities for Student Research
- Improving memory and attention in older adults. Age-related deficits in memory and attentional processing can be pronounced even for cognitively-healthy older adults. Consequently, some of my research efforts are focused on developing techniques for improving cognitive function through cognitive training, exercise, and dietary manipulations. This work entails working one-on-one with older adults, administering various cognitive interventions and conducting neuropsychological and cognitive tests to determine the efficacy of those interventions.
- The role of executive function in mobility disabilities in older adults. Previous research has suggested that poor physical function can lead to impairments in older adults that impact their executive functioning. Executive function refers to one’s ability to monitor oneself, to focus one’s attention, to switch attention from one task to another and to inhibit behavior. More recent evidence though, suggests that the causal role may be reversed, such that changes in executive function may actually precede and lead to changes in physical ability. This line of research is designed to explore that latter hypothesis as well as develop new physical mobility tests that measure executive function and physical ability simultaneously.
- The effects of anxiety on memory. Chronic anxiety is known to impact an area of the brain known as the hippocampus, which suggests anxiety should negatively impact memory performance. To explore this question, different aspects of memory function are being tested in highly anxious undergraduates.
LISA KIANG, Assistant Professor

Education
BS, Psychology, University of Maryland, College Park, 1999
PhD, Developmental Psychology, University of Denver, 2004

Came to Wake Forest
2006

Major Area
Developmental Psychology

Scholarly Interests
• Self and identity development
• Social relationships and attachment
• Positive well-being and mental health
• Culture and ethnicity

Courses Taught
• Developmental Psychology
• First Year Seminar: Who Am I? Sociocultural Approach to Self and Identity Development
• Research in Developmental Psychology
• Topics in Psychology: Contexts of Adolescent Development

Professional Memberships
• Society for Research in Child Development
• Society for Research on Adolescence
• American Psychological Association

Awards and Honors
• CRADLE Fellow, WFU
• Research Fellow, UNCG Center for New North Carolinians
• NIMH Postdoctoral Fellow, Family Research Consortium IV, 2004-2006
• Semi-finalist for Jeffrey S. Tanaka Dissertation Award, American Psychological Association, 2005
• Graduate Student Award for Outstanding Teaching, University of Denver, 2004

Hobbies and Outside Interests
A little bit of everything and always up for something new!

Opportunities for Student Research
• Collecting and analyzing data from ethnically diverse adolescents
• Helping to recruit adolescents, families, and organizations for participation in research studies on social identity and well-being.
JOHN V. PETROCELLI, Assistant Professor

Education
BA, Psychology, Westminster College, 1997
PhD, Social Psychology, Indiana University, 2007

Came to Wake Forest
2007

Major Area
Social Psychology

Scholarly Interests
• Social cognition and metacognition
• Judgment and decision making
• Counterfactual thinking
• Attitude strength, persuasion, and resistance
• Reactions to general and specific cases

Courses Taught
• Contemporary Issues in Psychology
• Research Methods in Psychology I
• Research in Social Psychology
• Social Psychology

Professional Memberships
• Association for Psychological Science
• American Psychological Association
• Society for Personality and Social Psychology

Hobbies and Outside Interests
Sports fan, recreational sports (tennis, roller hockey), jogging, coffee shops, movies

Opportunities for Student Research
Directed study opportunities are typically available in my lab. Current and former students have worked on various research projects that include:
1) metacognitive processes that underlie the influence of counterfactual thinking on judgment
2) metacognitive processes that underlie the relationship between attitude strength and resistance to persuasion
3) cognitive explanations for different reactions to, and judgments of, general and specific cases
4) counterfactual thinking and performance; reconstructive memory of performance and experience
WAYNE E. PRATT, Assistant Professor

Education
BA, Psychology, University of Vermont, 1994
MS, Psychology, University of Utah, 1997
PhD, Psychology, University of Utah, 2002

Came to Wake Forest
2006

Major Area
Behavioral Neuroscience

Scholarly Interests
• Neural systems analysis of brain substrates involved in learning and motivation
• Neural processing of rewards and their impact on adaptive behaviors

Courses Taught
• FYS entitled: We Can, But Should We: Ethical Questions at the Cutting Edge of Scientific Research
• Research Methods in Psychology II
• Physiological Psychology
• Learning Theory and Research

Professional Memberships
• Society for Neuroscience
• Society for the Study of Ingestive Behaviors

Hobbies and Outside Interests
Hiking, gardening, and craft brewing

Opportunities for Student Research
• In vivo behavioral pharmacology examining the neural substrates underlying food intake and motivation within the rat model
JAMES A. SCHIRILLO, Professor

Education
BA, Psychology, Franklin and Marshall College, 1979
MS, Experimental Psychology, Northeastern University, 1987
PhD, Experimental Psychology, Northeastern University, 1990
Post-Doctoral Fellow, University of Chicago, 1993

Came to Wake Forest
1996

Major Area
• Perception
• Physiological Psychology
• Neuroscience

Courses Taught
• Attachment Theory • Perception
• History and Systems of Psychology • Physiological Psychology
• Introductory Psychology • Psychological Utopia

Professional Memberships
• Behavior and Brain Science Associate • Inter-Society Color Council
• Faculty for Undergraduate Neuroscience • Optical Society of America
• Association for the Scientific Study of Consciousness
• Association for Research in Vision and Ophthalmology

Awards and Honors
• APA Student Dissertation Award, 1990
• Wake Forest University Award for Excellence in Research, 2001

Hobbies and Outside Interests
• Billiards, running
• Painting, writing poetry, drawing
• Reading (especially short stories)

Opportunities for Student Research
I currently study three research areas that examine how humans perceive the external world.
1) **The perception of color and illumination**: I use specialized computers to generate colored perceptual illusions of either 2- or 3-dimensional scenes to determine how illumination affects the colors we see.
2) **Multisensory Integration**: I study how humans combine sights and sounds into a single, unified experience. This is exemplified by the way a ventriloquist can trick us into perceiving their voice is coming from the location of a dummy's mouth.
3) **Aesthetic Preferences**: My interest in aesthetics follows from my work in perception. I use an eye-tracker to determine how the hemispheric laterality of the human brain influences judgments of the emotional content of portraits painted by Rembrandt. I also study the works of the abstract artist Mondrian.
CATHRINE E. SETA, Professor

Education
BA, Psychology, University of North Carolina-Greensboro, 1980
MA, Psychology, University of North Carolina-Greensboro, 1983
PhD, Psychology, University of North Carolina-Greensboro, 1987

Came to Wake Forest
1987

Major Area
Social psychology

Scholarly Interests
• Social cognition
• Social identity
• Stereotyping and prejudice
• Stress and anxiety
• Regret

Courses Taught
• Graduate Social Psychology
• Prejudice and Discrimination
• Research Methods in Social Psychology
• Social Psychology
• Contemporary Issues in Psychology
• Persuasion and Attitude Change

Professional Memberships
• Society for Personality and Social Psychology
• Society for Experimental Social Psychology
• Society of Southeastern Social Psychologists

Hobbies and Outside Interests
• Antiques
• Movies and plays

Opportunities for Student Research
• Processes that underlie feelings of decision-making regret
• How persons maintain stereotypes in the fact of disconfirming evidence
• Intergroup bias, prejudice, and discrimination
ALYCIA K. SILMAN, Adjunct Assistant Professor

Education
BA, Psychology, Westminster College, 1997
MA, General Psychology, Wake Forest University, 1999
PhD Expected, University of North Carolina-Greensboro, August 2004

Came to Wake Forest
2003

Major Area
Cognition

Scholarly Interests
• Visual-Spatial working memory
• Relationships between visual spatial and executive processes
• Age-related deficits in verbal and visual-spatial working memory
• Brain localization of working memory functions

Courses Taught
• Cognition
• Introductory Psychology
• Research Methods for Minors
• Biology of the Mind (First Year Seminar, Spring 2005)
• History and Systems
• Contemporary Issues

Awards and Honors
• North Carolina Institute of Aging Grant, 2000
• Wake Forest University Summer Research Funding, 1998

Hobbies and Outside Interests
raising babies (John Lewis, Wren, and Nora) and Belted Galloway cows on a farm in Yadkin County

Opportunities for Student Research
My current research focuses on a few questions:
1) How is spatial information maintained in memory?
2) To what extent are executive processes involved with spatial rehearsal?
Research on these topics usually involves student subjects with computerized programs.
WILLIAM W. SLOAN, JR., Adjunct Assistant Professor

Education
- AB, Psychology, Davidson College, 1979
- MA, General Psychology, Wake Forest University, 1981
- PhD, Clinical Psychology, Miami University (Ohio), 1990

Came to Wake Forest
- 1993

Major Area
- Clinical Psychology

Scholarly Interests
- Psychotherapy process/outcome
- Learning disabilities
- ADHD
- Intelligence

Courses Taught
- Adolescent Psychology (Education Department)
- Clinical Psychology
- Developmental Psychology
- Educational Psychology (Education Department)
- Introductory Psychology

Professional Memberships
- American Psychological Association
- North Carolina Psychological Association

Hobbies and Outside Interests
- Running
- Backpacking/Hiking/Camping
- Private practice in psychology
CECILIA H. SOLANO, Associate Professor

Education
BA, Social Relations, Harvard, 1971
MA, Social Psychology, Johns Hopkins, 1975
PhD, Social Psychology, Johns Hopkins, 1977

Came to Wake Forest
1977

Major Area
Social psychology

Scholarly Interests
Social and close relationships

Courses Taught
• Nature of Genius (First Year Seminar)
• Psychological Testing
• Social Psychology

Professional Memberships
• International Association of Relationship Researchers
• Society for Personality and Social Psychology

Current and Past Offices
• Interim Dean, Graduate School, 2006-2007
• Associate Dean, Graduate School, 1999-2006
• Director, Master of Arts in Liberal Studies, 1999-present
• Graduate Program Director, 1982-1999
• Chair, Wake Forest University Institutional Review Board, 1983-86
• Past-President, Society of Southeastern Social Psychologists, 1984
• Past-Consulting Editor, Review of Personality and Social Psychology, 1987
• Past-Associate Editor, Journal of Social and Personal Relationships

Hobbies and Outside Interests
• Camping/Kayaking/Hiking
• Gardening/Baking
• Reading
ERIC R. STONE, Associate Professor

Education
BA, Mathematics and Psychology, University of Delaware, 1987
MS, Statistics, University of Michigan
PhD, Cognitive Psychology, University of Michigan, 1994

Came to Wake Forest
1994

Major Area
• Judgment and decision making
• Cognitive psychology
• Social psychology

Courses Taught
• Graduate Statistics
• Methods of Psychological Research
• Judgment and Decision Making
• Life Perspectives (First-Year Seminar)

Professional Memberships
• Judgment and Decision-Making Society

Awards and Honors
• Dean’s Fellowship, University of Michigan
• Phi Beta Kappa
• Graduate Student Association Faculty Excellence Award, 2002

Hobbies and Outside Interests
Tennis, softball, running

Opportunities for Student Research
My research is in the field of judgment and decision making, which spans a wide range of areas, from cognitive psychology to social psychology to other disciplines. In particular, most of my present work is in the following areas: communicating risk information, overconfidence and decision making for others vs. for the self. The work on risk communication involves determining how to communicate information about risks in such a way that people understand this information as well as possible. The work on overconfidence involves both the determinant and effects of overconfidence (in particular, whether providing non-overconfident judgments is beneficial or detrimental). Finally, the work on decision making for others versus for the self examines under what circumstances and why people make decisions differently when deciding for others than they do when deciding for themselves. In addition, I am involved in a few other smaller projects at different points in time – please e-mail me for a current list of those projects.
CHRISTIAN WAUGH, Assistant Professor

Education
BA, College of William and Mary, 2000
PhD, Social Psychology, University of Michigan, 2006

Came to Wake Forest
2010

Major Area
Emotion

Scholarly Interests
• Temporal dynamics of emotion
• Resilience
• Neuroimaging/psychophysiology of emotion
• Positive emotions during stress

Courses Taught
• Emotion

Professional Memberships
• Society for Personality and Social Psychology
• Social for Psychophysiology Research
• Society for Social and Affective Neuroscience
• Association for Psychological Science

Awards and Honors
• Brickman award for outstanding pre-doctoral research in Social Psychology, University of Michigan, 2006
• Pat Gurin Lecture Award, University of Michigan, 2006
• Regents Fellowship, University of Michigan, 2001

Hobbies and Outside Interests
sports (e.g., football, basketball, softball) and outdoor activities (e.g., hiking), traveling

Opportunities for Student Research
• Interaction between positive and negative emotions. Excellent opportunity to learn about emotion research as well as learn psychophysiology techniques
• Temporal dynamics of emotion in the brain. Opportunity to assist with functional magnetic resonance imaging (fMRI) – requires two-year commitment
• General opportunities to learn psychophysiology assessment/data processing
DUSTIN WOOD, Assistant Professor

Education
BA, Psychology, American University, 2001
PhD, Social/Personality/Organizational Psychology, University of Illinois, 2007

Came to Wake Forest
2007

Major Area
Personality Psychology

Scholarly Interests
- Personality development
- Measuring social norms and expectations
- Understanding how personality and social relationships impact one another
- Assortative processes (e.g., similarity in friends, roommates, romantic couples)
- Dyadic and social network data analysis

Courses Taught
- Research Methods
- Personality Research

Professional Memberships
- American Psychological Association
- Association for Psychological Science
- Society of Personality and Social Psychology

Awards and Honors
- University of Illinois Dissertation Completion Fellowship (2006)
- Seymour Sudman Dissertation Award (2006)
- International Positive Psychology Summit Fellow (2005)

Hobbies and Outside Interests
Sports (tennis, ultimate frisbee, frisbee golf, softball, poker), outdoor activities (hiking, mountain biking), drawing, reading, traveling, movies

Opportunities for Student Research
Here are some questions that I would like to answer:
- How much and why do people vary their behavior across people and contexts?
- Do roommates impact one another’s development? And if so, for how long?
- How does the way you perceive others relate to your personality?
- What are the major dimensions of mate preferences?
- How aware are people of their personalities, and affiliation (friend, mate) preferences?
- How do your interests and affiliation preferences shape your personality over time?
- When two people say they are similar to one another, in what ways are they actually similar?
- How well can we predict whether two individuals will like one another before they actually meet?
DEPARTMENTAL STAFF

Teresa Hill, Administrative Coordinator
Teresa received her B.S. from Wingate University in 1982, and began working at Wake Forest University immediately after graduation. Teresa spends most of her spare time reading, reading, and reading as well as playing the piano for a variety of groups at church. Teresa and her husband, Robert, enjoy vacationing at Sunset Beach, NC.

Richard King, Instructional Technology Consultant
Richard received his B.S. in Management of Information Systems from High Point University. Prior to joining Wake Forest University, he worked as a network administrator for a local nonprofit organization. He and his wife, Regina, enjoy traveling, dancing (both danced for several years on a competition clogging team), working inside and outside on their (old) house, and spending time with Christian, their baby boy. If you hear bluegrass tunes drifting from Richard's office, you might catch him picking the banjo!

Aimee Mepham, Administrative Assistant
Aimee received her BA in English from Albion College in 1999 and her MFA in Creative Writing from Washington University in St. Louis in 2002. She began working at Wake Forest University in 2008 and joined the Department of Psychology in July 2009. In her spare time, Aimee teaches as an adjunct professor at Salem College and writes short stories. She lives with her husband, Ryan Shirey, who teaches in the English Department at Wake Forest, and their two cats, Sophie and Walter.
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