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## How To Get Into Grad School Workshop...Feb 3<sup>rd</sup> 9 am to Noon Details on page 17

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### Why You Should be Involved with Psi Chi

By Becca Anders, Psi Chi President & Holly Hedlund, *PsychMatters* Student Editor

As a National Honor Society in Psychology, Psi Chi has been in existence since 1929. Nearly 80 years later, the main purpose of Psi Chi as an organization is to encourage, stimulate, and maintain excellence in education in addition to advancing the science of psychology. The original intent of Psi Chi was to provide an environment for students to discuss various topics of research. Since then, Psi Chi has expanded to serve many other functions in the field of psychology, such as participation in philanthropy projects and the development of additional educational programs. Psi Chi helps facilitate the relationship between faculty and students by offering these additional projects and programs.

Event planning is a great way to participate and contribute. For example, the first main event new to this fall semester, which serves as a departmental orientation, is called "Starting Off Right". This occasion not only requires a room reservation and the arrangement of appropriate dining, but a great deal of communication with students and faculty as well as a significant amount of advertising across Oakland University's campus and the community at large. Prompt and efficient means for communication is imperative to the success of a pending event. Expressing crucial details to faculty members and select students requires professionalism as well as the ability to communicate precise and clear intentions or requests. Thus, event planning involves several unseen components, and yet remains as a prime example for future participation from students.

Aside from the main events hosted by Psi Chi each semester, willing students can become involved through the planning of "mini-events" or engage in active participation with seasonal philanthropy projects. "Mini-events" include midweek seminars such as faculty instruction on how to compose a personal statement, how to write in APA style, group preparation for the GRE, and research presentations from faculty. Seasonal philanthropy projects include charitable walks, fundraising events, and sponsoring less fortunate families through monetary and material donations.

There are many reasons for, and personal benefits from, student involvement with Psi Chi. First, participation on a weekly or monthly basis encourages a close-knit psychology community within OU. This type of setting allows for the building of relationships between fellow peers as well as select faculty members. Establishing positive connections with individual professors can certainly be advantageous. Mentor relationships often develop; individual advising and academic guidance may be offered to assist with future career and educational planning; and reputable letters of recommendation become attainable.

Besides the immediate benefits resulting from student-faculty relationships, involvement with Psi Chi can enhance personal skills applicable to life beyond OU. As previously mentioned, program managing and event planning increases proficiency in communication. With frequent "practice", interactions become more direct, clear, and efficient when relaying information or requesting assistance. Additionally, active participation with Psi Chi can increase and refine leadership qualities within students. Working out details, organizing group activities, determining deadlines, and allocating tasks to fellow peers are all examples of how to exercise leadership within a student organization.

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## Chair's Corner

Take a peek at the TOC above...something is different. Yes, this is the biggest edition of *PsychMatters* ever, but its not overall length that caught my attention. Notice the word "by" appears many times. Years ago former student editor **Nikki Hoffmeister** and I agreed to drop the by-lines because virtually everything was written by one of us. **Holly Hedlund** and I continued that tradition until this edition. This issue includes contributions from eight students, one professor, and one professional journalist. The diversity of voices is a welcomed change...at least in my opinion.

**Carisa Broadbridge's** "Concerns" article and my comments on it published in our previous edition obviously stirred some interest. Holly provides comments from **Jaelyn Hamann**, **Kim McGinnis**, **Kim Treharne** and **Nell Buczynski**. See, Carissa, you are not alone.

**Todd Dollar**, **Amber Elwart**, **Angela Rowley** and **Amanda Harrie** provide reviews of the four major "advising programs" co-sponsored by the Department of Psychology and Psi Chi. I hope that students reading this edition of *PM* will realize the importance of these events and strive to attend them in the future.

**Stacy Langley** wrote a piece for the Huron Daily Tribune describing the work of one of our recent alumns, **Jill Collins Brown**, was doing in the Bad Axe area. Jill sent me the piece saying, "I took your stats class my last semester at OU. Here is what I am doing now--using my OU psychology degree. Thank you very much for a wonderful experience at OU. I love the job and cannot get over how many people smile when they find out where I got my BA. OU definitely has a really good reputation in the community. I owe a BIG 'thank you' to the psych department. I loved being a student in the OU psych program." Hey, how could I not find space for comments such as these?

I would like to bring the work **Claire Hotelling** is doing to your attention. Claire obviously heard me when I commented that Psi Chi needed to be involved in social action projects. Her work with NAMI and in support of families associated with the Whitmer Center is outstanding. **Kim McGinnis** and **Carissa Broadbridge** have joined Claire in this endeavor. Note that Claire is a living, breathing example of the phenomenon **Professor Mary Eberly** is studying in her focus on prosocial behavior and community service.

One year ago our headline story was that we were conducting a search to hire two new faculty members. Déjà vu is more than just a movie. We have been authorized to hire a basic processes professor who specializes in memory and a clinical psychologist with programmatic research interests. Four people in two years...someone pinch me.

OK, my space is running out and there is much to do. Let's get to work. ♦ *Robby*

## Replies to “Concerns Voiced by Students with a True Desire to Learn”

By Holly Hedlund

In the September issue of *PsychMatters* we ran an article by Carissa Broadbridge entitled “Concerns Voiced by Students with a True Desire to Learn”. In the history of this newsletter, no other article has stirred as many responses as has this one. We present a number of these responses below.

**Jaelyn Hamann**, Senior Psychology Major: In response to Carrisa and Dr. Stewart’s statements in the September 2006 issue of *PsychMatters*, I can openly admit that I have been a victim to these “dumbed-down” classes. It was not until my summer statistics course with Dr. Stewart that I finally got my head on straight and realized what I want out of my college education here at Oakland University. Seeing as how it’s taken two full years for me to understand the amount of time, sweat, and preparation that should go into every course, I feel cheated. Furthermore, I think both students and professors are at fault for these “dumbed-down” classes. Most students I speak with are satisfied with doing *just enough* to get by so that when professors try to push them further, students complain and give poor ratings on Rate My Professor. Several professors attempt to challenge their students by supplementing additional information from outside sources rather than a simple review of the text. As a result, they are often penalized for their efforts when students respond arguing that the material was never covered in class.

I feel that OU needs more professors like Dr. Stewart, Dr. Linden, and Dr. Williams. These professors expect excellence from their students and refuse to settle for anything less. They also incessantly push their students to do more than review the assigned reading and show up for exams. I admire the style of teaching I’ve experienced from these professors which involved multiple sources of information. I have also noticed that there is a different type of energy from these professors. This energy can most easily be described as the professors’ own love for the topic at hand. Knowing that a factorial ANOVA excites Dr. Stewart also excites me and gives me a drive to put additional time and effort into the course. If I attend a class and realize that the professor lacks interest, then what motivation does that give me?

I understand why professors have given up on their attempts to enhance psychology courses since their efforts seem to yield little success and yet significant grief. How do we solve this issue of “dumbed-down” classes? Unfortunately, a clear solution and a fool-proof formula fail to exist. I do know that professors like Dr. Stewart, Dr. Linden and Dr. Williams should not compromise their methods of teaching to satisfy the majority. Consequently, I hope that other professors can learn from them and that other students will learn to appreciate them. If I continue to take advanced classes and make a conscious effort to get involved with the professors that do challenge me, hopefully my efforts will amount to significant personal enrichment.

**Kim McGinnis**, Junior Psychology Major: The psychology curriculum here at Oakland University was designed to provide students with a well-rounded core in Psychology. In order to acquire the skills needed for success, we need to be challenged as students. We need our professors to challenge us, and not give us the easy way out. We look to them to share with us the knowledge of their field of expertise. We also need them to mentor us when we are unaware of what is needed to obtain our goals. We need the best education and instruction that can be provided to give us an edge when competing for a job or a spot in graduate school. When a professor does not fulfill our expectations and teaches in an inefficient or negligent manner, students are the ones receiving the short end of the stick.

I have had the unfortunate experience of listening to a professor lecture directly from the book and give no further insight into the topics being explored. When this is the case, as Carissa mentioned, it is a complete waste of my time and money. I am paying for and expecting to learn directly from professors in an effort to improve my own understanding of the topic at hand, however, as an alternative, the textbook is being read to me in class. What I wish to have is a professor who offers their own personal experiences within the realm of psychology by sharing information that is beyond what is available in the textbook.

*Continued on page 9*

# Review of “Starting Off Right”

By Todd Dollar

On September 20<sup>th</sup>, I had the opportunity to attend the “Starting off Right” departmental orientation in the Oakland Center. Being a junior at Oakland University, I’m glad that I did since I don’t have much longer until graduation. To be perfectly honest, I thought that I had my academic goals pretty well planned out for the remainder of my undergraduate degree. However, I was mistaken! There was much that I didn’t know before attending this meeting that could have ultimately held up my academic and career goals following graduation.

First of all, I didn’t know an “invisible curriculum” existed, nor did I know what that term even referred to. I soon found out how important this particular concept is if I plan on applying to graduate school, which I do. The invisible curriculum, for example, refers to things such as getting involved with Psi Chi and helping out with various tasks and events hosted or sponsored by the psychology department whenever possible such as Focus: Hope and the Careers in Psychology workshop. Not only does participation help the department, but it also lets fellow students and professors get to know who you are. After you gain recognition as an active student, the professors with whom you’ve shared close interactions will be inclined to write a more extensive letter of recommendation because they know who you are and what you’re about. These are just a few examples illustrating the benefits resulting from an individual’s involvement beyond the classroom.

Aside from the “invisible curriculum,” there were other important subjects that were brought to my attention. I was surprised to learn that there were certain timetables for completing important requirements such as the Graduate Record Exam, also known as the GRE. There are not only study guides to help with preparation, but there is also an optional class that can be taken to prepare. What happens if your GRE score is not very high? Can it be taken again? And if so, how long do you have to wait? These are all important issues that were addressed at the event. There was a lot of great information at “Starting off Right”. My own personal experience with this event was truly invaluable. Specifically, Psi Chi’s President, Rebecca Anders as well as Dennis Barnett were abundantly helpful. They both offered good advice and insight on being a successful psychology major at Oakland University. Each professor in attendance seemed excited and eager to assist me in any way possible. I discovered a tremendous amount of information that I consider priceless to any undergraduate student, especially psychology majors interested in furthering their education beyond the completion of an undergraduate degree. With their academic success in mind, my hope for future psychology majors at OU is that this informal event remains on Psi Chi’s agenda for subsequent years to come. ♦

*Editor Note: The posters displayed in “Starting Off Right” currently hang in the lounge outside of 101 Pryale. Drop in and learn more about the “invisible curriculum” and other important things about planning a successful major.*

## How to Contact Us

We would like to hear from you. We encourage all alumni to drop us a note to let us know what you are doing. Who knows, this might be a great way to get in touch with people you have not seen since your undergraduate days at OU. Current students are invited to write articles describing their research or field experiences, to send questions or requests for information, or simply to comment on the materials found here.

Department of Psychology: <http://www2.oakland.edu/psych/>  
Or 248-370-2300  
In Pryale Hall on the OU campus

PsychMatters Staff: [psych@oakland.edu](mailto:psych@oakland.edu)

Psi Chi @ OU: <http://www2.oakland.edu/psych/psychstudent/>

## Get Connected and Stay Informed

By Claire Hotelling

Like a conflict between a nagging parent and an unmotivated teenager, there is an issue between staff at Oakland who wish to communicate with the student body, and, well, the student body. Most students feel more comfortable using their own personal e-mail accounts while the staff at OU is unable to contact students if they are only using their personal accounts. Alas, there is a solution, fortunately a simple one but unfortunately, one that students are not taking advantage of. Thanks to the marvels of modern technology (and certain computer whizzes), with a mere click of a few buttons, you, the student, may have all of your Oakland e-mail delivered into your personal account to view and discard at your convenience. It's an extremely simple process, to be outlined later, but the main dilemma here is motivating you, the student, to link your two separate e-mail accounts.

There are several reasons why a student who more often uses their personal account would want to connect the two:

1. Events, announcements, and important information are being announced but students are missing these e-mail announcements. Psi Chi hosts various events of importance throughout the year that are essential to the student who wants to earn good grades, get a job or go to graduate school after graduation. Many psychology students are completely unaware of the Graduate School Workshop held annually or various other workshops including the APA writing workshop or the careers workshop. These events offer much guidance, experience, and wisdom at the mere cost of two or three hours of your time. More importantly, though, by not using or regularly checking your OU e-mail account you are cutting off communication from your professors who may want to clarify your work or alert you to a cancelled class but have no other means of contacting you.
2. Simplify your life! As a student, you may feel you are much too busy to follow the two-second process of forwarding your OU e-mail to your personal account. However, like dirty laundry or garbage piling up, ignoring your OU e-mail only exacerbates the problem of time management and organization. By forwarding your OU e-mail to your personal account you have all of your e-mail delivered to one location and therefore allowing you to sort through, skim through, and delete e-mail instead of letting it pile up only to discover it when you actually do need to access your OU account.
3. Look professional. As a college student, you use your e-mail address on resumes sent to potential employers, or to contact future graduate school professors or your current professors (who are grading you, and possibly writing letters of recommendation), or your grandparents. Although you may be a fun-loving, sassysweet person or a hotdude4eva, you may not want to convey this persona to the above list of professionals (or relatives). When browsing through resumes, an employer will be much more impressed with the experience and profile of Jpsmith@oakland.edu than cuteblondie@whatever.com. This e-mail address also provides a strong reinforcement that you are a university student who takes their education seriously.
4. It is your responsibility to check your Oakland University e-mail on a regular basis. It is stated in many syllabi and on the University Technology Services website that, "As a student, staff, or faculty member, it is your responsibility to read your Oakland University E-mail." Enough said.
5. It's easy. There are two simple steps;
  1. Log onto your OU webmail account at <http://webmail.oakland.edu>. On the **options** page, click **Forwarding**. A **Forwarding** page will be displayed.
  2. In the **Forward to** text box, enter your personal e-mail address or addresses (separated by commas) that you would like your OU e-mail delivered to. (E.g., cindy@hotmail.com, cindy2@yahoo.com).

Now your OU e-mail will be automatically delivered to your chosen personal e-mail account. ♦

**Editor Note:** *You might note that this article first appeared in the September 2006 issue of PsychMatters. Why is it being repeated now? Simple, because so many students appear two or three days, or two or three months after a Psychology or Psi Chi event asking "Why didn't anyone tell me about \_\_\_\_\_?" You may fill in the blank with "Starting Off Right", the Careers in Psychology workshop, the Transitions to Graduate School panel discussion, and so on, and so on. An email message is distributed to all current Psychology majors on Fridays of each week announcing upcoming events. To receive these, all you need to do is accept the mail coming to your [astudent@oakland.edu](mailto:astudent@oakland.edu) email address and then read it. Please do so.*

*Why You Should be Involved in Psi Chi, continued from page 1*

Lastly, joining Psi Chi duly adds a bit of prestige to your name and reputation. Psi Chi is a National Honor Society in Psychology, and thus it is an honor to earn membership. Once membership is awarded, it is maintained for life. Citing Psi Chi membership on an application or a resumé is impressive. Not only does it represent the ability to meet challenges and rise above the occasion, but it also demonstrates leadership qualities, motivation, and a genuine concern for the welfare of psychology as an academic study and an esteemed profession. All of which appeal to potential graduate schools and future employers.

The membership requirements for Psi Chi are as follows:

- Completion of a minimum of 48 college credits with at least 16 from OU
- Completion of a minimum of 16 credits in psychology courses with at least 8 from OU
- Confirmed registration for a major or minor standing in psychology
- At least a 3.3 GPA both in psychology courses and cumulatively
- High standards of personal behavior and dedication to the field with endorsement from an OU Psychology Department faculty member
- Members are expected to contribute on a regular basis through active participation with Psi Chi.

The faculty members in the Department of Psychology will periodically nominate students for membership. Even without receiving a nomination, students may submit an application at any time and leave it in the Psi Chi mailbox outside of room 130 Pryale Hall. Newly confirmed members are formally inducted in the spring of each year. Psi Chi application forms can be downloaded at: [http://www2.oakland.edu/psych/psychstudent/PsiChi\\_Application.pdf](http://www2.oakland.edu/psych/psychstudent/PsiChi_Application.pdf)

Psi Chi offers a world of opportunity through the convenience of current enrollment at OU. Whether motivation for membership reflects a desire for self-advancement, further enrichment in the academic and social well-being of current students, or the pursuit of actively improving our surrounding communities, all are welcome. If you are an OU student in the market for Psi Chi membership, we encourage you to research this National Honor Society further and please contact Becca Anders personally with any questions: [rlanders@oakland.edu](mailto:rlanders@oakland.edu). If you have interest in getting involved with *PsychMatters*, we encourage you to contact Holly Hedlund for more information: [hchedlund@oakland.edu](mailto:hchedlund@oakland.edu) Don't delay your involvement any longer – opportunities are constantly created and readily available, so why not claim yours now? ♦

## **New Psi Chi Inductees**

In recognition of their accomplishments in psychology, the following students were nominated for membership in Psi Chi by the faculty of the Department of Psychology at OU. Another induction of students will occur in February and then both groups of inductees will be recognized at the Psi Chi induction ceremony scheduled for Thursday, April 12 at 7 pm in the Gold Rooms of the Oakland Center.

Jared Bogdonov-Hanna  
Carissa Broadbridge  
Ashleigh Doop  
Jaclyn Hamann  
Holly Hedlund  
Claire Hotelling  
Wei-Lin Huang

Julianne Kammer  
Mark Mills  
Michelle Nefcy  
Sarah Penn  
Meghan Rimsa  
Terry Williams

**Congratulations to our newest members!!! ♦**

# **Surprised at the Careers in Psychology Workshop**

By Amber Elwart

The Careers in Psychology Workshop held on October 14, 2006 proved to be a pleasant surprise. Being aware of my own desire to pursue a major in psychology, I felt compelled to attend this event. I expected a general overview of my previously gathered information, but was happily rewarded with a new approach on how to develop and handle new components of an education and career in psychology.

The event began with a reference to helpful websites and readings for those considering a major in psychology. Following the workshop, I visited some of the websites on the suggested list. Each individual website offered information on varying branches of psychology as well as a self-assessment survey which helped identify the skills I have to offer along with correlating job possibilities.

After discussing the suggested reading list to the student audience, Dr. Stewart and Dr. Neely began an in-depth look into thirteen different subfields of psychology. The individual topics ranged from clinical and counseling to industrial and quantitative. I had no idea how expansive the realm of psychology really is. Additionally, I learned that career opportunities within psychology are offered through self-employment, government employment, and employment through an already existing business or corporation.

Considering the myth that a BA in psychology is useless in the work world, I was relieved to hear that graduates with a BA can obtain satisfying careers after all. In addition, Dr. Stewart and Dr. Neely took the time to discuss the common skills sought after by employers. Among these skills were reading and writing skills, problem-solving skills, computer and data analysis skills, adaptability, and self-management. Little did I know that potential employers will be looking for proficiency in areas that most students consider commonplace. I now realize that skills such as reading and writing cannot be overlooked or taken advantage of if I want to excel beyond my current education.

Besides the discussion regarding future employers, we were provided with a general timeline from freshman to senior year that was intended as a recipe for success. Obtaining an academic advisor and engaging in a meeting was the focus of freshman year. Sophomore year entailed an additional meeting with an academic advisor, conducting self-assessments to identify personal skills, interests, and strengths, narrowing career options, pursuing research opportunities, and looking for a mentor. During junior year, efforts should be directed towards research activity, working with an established mentor, considering field experiences, exploring potential graduate schools, and seeking an additional advising consult. Finally, senior year should be spent on narrowing post-graduate career options, requesting letters of recommendation, completing applications, further developing the mentor relationship, and setting up a final advising appointment.

This event served as a great opportunity for me to truly develop my academic plans in addition to helping me acknowledge the objectives I wish to pursue. My initial dream of becoming a counselor was reaffirmed with the information provided by Dr. Stewart and Dr. Neely. Both speakers happily engaged in conversation with the student audience and willingly answered questions in an effort to reduce confusion and offer encouragement. By the end of the three hour event, I felt confident with my newly acquired knowledge and was ready for the challenges that lie ahead of me. ♦

**Do you know what you are doing at MOM this year?**

**Huh??? You've never heard of MOM?**

**Go to page 10 ...the deadline for submissions is March 30...you have time. ♦**

## Learning the Lingo

By H. Hedlund (with Dr. Stewart)

In this and future issues of *PsychMatters* I will continue the tradition of including a small column called “Learning the Lingo” to define words or phrases that may confuse or be misunderstood by students. If anyone would like to contribute some words or phrases for the next semester’s Learning the Lingo column, please email me at [hchedlund@oakland.edu](mailto:hchedlund@oakland.edu). The following words are a few of the academic lingo that have not been crystal clear to some Psych majors who contacted me:

**Proctor, as in “proctor an exam”** – the word proctor is derived from the Middle English word “procurator” or procurator. Note the similarity to the word “curator” as in the person who is in charge of or cares for a museum, zoo or other exhibit. A proctor is someone who supervises students when they take an examination. At OU it is fairly typical for a faculty member to be present when an examination is being conducted. Typically, we answer questions, indicate how much time remains until the end of the period, remind people to shut off their cell phones, etc. Traditionally, professors were not obligated to provide this service and official proctors would be hired to supervise exams. These people could be graduate students, secretaries, or even retired townspeople who enjoyed maintaining a formal relationship with the university. I routinely had non-professor proctors in my undergraduate days, but these things, like the dinosaurs and nickel beers have been lost forever.

**Tiers, as in “top-tier journals or second-tier journals”** – this refers to the ranking of a professional journal by members of the discipline. Simply put, a tier is a layer as in a tier of bricks or a layer of soil. The top row or layer would thus be the one at the highest level. When applied to journals, the term refers to its ranking by those who submit to and read the journal. The ranking may not be a formal one in the sense that someone takes a survey and actually identifies what is the top ranked journal in psychology or the top 10 psychology journals. Instead, it is a fuzzier understanding of which are the most prestigious journals in the field. There are hundreds of journals that contain material that could be described as “psychological” in nature. People trained in library science could describe the various statistics they use to provide rankings of various journals. Some of these rankings are based on the number of citations a journal received in a given period of time. One obvious drawback to this approach is that a field like psychology may have more citations than something like molecular biology for many of the same reasons that there are more psychology majors than there are molecular biology majors. The number of citations, like any other singular measure, may not be as reliable or valid as one might initially presume.

I am going to assume that this question is related to an experience where a professor indicated that you should use more top-tier journals in a paper, or that you should not rely so heavily on second-tier or even third-tier journals. Unfortunately, journals do not post their “tier status” above their table of contents. Equally unfortunately, I doubt that all faculty could agree as which journals were the top journals of psychology unless the question was re-framed to be the top developmental journals, the top social psychology journals, etc. If I may give a little advice in how you might determine what your individual professor perceives to be top-tier journals, consider the following: (a) visit his/her office and look to see what journals are in their personal collection, (b) listen in class to determine which journals your professor cites when they add supplemental material to a lecture, or (c) simply ask your professor what the top journals in their area would be and then spend a little time becoming familiar with those journals.

Thanks, that helps. Student readers, send me an email if you have an academic term you would like to have clarified. Don’t be shy. ♦

**Have you registered for the Grad school workshop?**

**Why not? Go to page 17 to learn how.**

In addition to gaining insight from professors, I also believe that the writing component within 300 and 400-level psychology courses is necessary in order for students to develop and perfect such an important skill. Writing competency is often overlooked and opportunities to improve writing skills are often not taken advantage of by the average student. The value of excellent writing is priceless in "the real world," and if students do not demand a change, then they are failing themselves. We need the professors to push us, but we also need to push ourselves.

**Kim Treharne, Senior Psychology Major:** Carissa's article assumes characteristics of the psychology students at Oakland University by identifying two groups: the first group, which is composed of most psychology majors, includes those individuals whose primary reason for attending OU is to attain a bachelor's degree. The second group consists of students with a true desire to learn, and it is the concerns of these students which Carissa's article addresses. The motivation for students to attend any university cannot affect the academic standards set by the institution itself. When professors continually give "breaks," in essence they are punishing their students by not requiring a high standard of learning. These students will be ill-prepared and have false-confidence when approaching graduate school, and others seeking a career after attaining their BA will be under-qualified. Additionally, professors who allow students to "cut corners" are indirectly hurting the reputation of Oakland University by letting students slip through the program.

The level of effort required within courses should be increasing as more and more students every year enter university settings. It is the responsibility of the professors to teach course material as best they can, and to uphold appropriate expectations that reflect the extent of knowledge intended for retention by students. This coincides with Taylor's handout on Academic Integrity, which Dr. Stewart offers as suggested reading to all students enrolled in his courses. Academic integrity is a responsibility that should be practiced by all professionals, especially professors who are relaying their personal experiences and knowledge to the students in their classroom. Professors who fail to possess integrity are at odds with the very character intended for teachers and role models.

Though I share Carissa's frustration with this apparent lack of academic integrity, I feel that students with a true desire to learn will seek out challenges and rise above their less dedicated peers. Research experiences and developing mentor relationships are just a few characteristics of students who have risen above the minimum to expand their knowledge beyond the classroom. There will always be students who desire to attain their degree by having only completed the minimum required work. Regardless of these students, it is the role and responsibility of professors to uphold academic standards in their classes.

**Nell Buczynski, Psychology & Nursing, Double Major:** As a student with a true desire to learn, I find myself frustrated by many of the flaws of Oakland University pointed out by Carissa. Too many students approach their education at OU as though it were equivalent to the academic content and rigor of high school. The masses need to realize: they are not here because "the man" is getting them down; OU students are in attendance voluntarily.

If current students are not prepared to write APA style papers, learn and apply basic concepts, and put in more than the minimum amount of effort needed to pass a class, then they are undoubtedly in the wrong place. Dumbed-down classes are not the answer; raising the bar is. A challenging curriculum will allow dedicated students to advance and earn a valuable and meaningful degree while weeding out those who aren't willing to work – just as Carissa suggested. At the end of the day, a diploma isn't enough. Potential employers and prospective graduate schools expect a diploma to represent something beyond a piece of paper with fancy script. A diploma is representative of a completed course of study, certifying that its holder has extensive knowledge in a specified area. An undergraduate education is designed to develop critical thinking and writing skills, as well as provide a solid knowledge base for application in the real world.

As an institution of higher learning, OU needs to step it up and follow through with the undergraduate education being provided. Accommodating students by drastically decreasing the level of difficulty and dismissing classes unusually early is unacceptable. We are voluntarily choosing to attend OU in preparation for the real world. Although that preparation may be challenging and painful at times, it is essential. Nevertheless, I still get guilty pleasure out of an occasional early dismissal! ♦

## Prosocial Behavior and Community Service

By Professor Mary Eberly

When I first began thinking about and doing research as a graduate student, I was focused on adolescent prosocial behavior – that is, any action that benefits another person. In particular, I wondered about ways in which adolescents' helpful, considerate, and affectionate behavior toward parents was predicted by differing aspects of parent-adolescent relationships. In brief, the results of the few studies revealed that it is an important component of relationships that both is a product of and contributes to closeness in the family and positive adolescent adjustment.

My interests have broadened since then. I wondered, "How does adolescent prosocial behavior reflect in realms outside of the family?" As such, I became more and more interested in adolescents' participation in community service and volunteerism. Moreover, more and more high schools require community service as a part of youths' curriculum toward graduation. So, I wondered, does it really benefit youth? Does it enhance character development, civil responsibility and a sense of moral positivism in youth? Or, because of its required status in many high schools, is it a "chore" to get through to graduate? Do quality of relationships with family, friends, or peer group contribute to whether or not adolescents find purpose and meaning in volunteering within the community? Another question was whether the type of activity in which youth participated had an impact on their experience. Two years ago, several students and I began a study to determine in what types of volunteer activities youth participate. At present, my research assistants and I are launching an internet-based study to examine those questions. I'm very excited about this project. The topic of my research has broadened, but my underlying curiosity is the same. In what ways does prosocial behavior build relationships within one's family and community? Presently, I'm looking for motivated, dedicated, reliable undergraduate research assistants who also have good people skills . . . I should say can recruit high school students. If you are interested, please contact me at x2314 or [eberly@oakland.edu](mailto:eberly@oakland.edu). ♦

## Meeting of Minds XV

The fifteenth annual Meeting of Minds Conference for undergraduate research and scholarship will be held at the University of Michigan – Flint on May 18, 2007. Details about MOM and pictures and programs from prior conferences can be viewed at <http://www2.oakland.edu/cas/mom.cfm>

Student presenters must submit:

1. a proposal and abstract form approved by a faculty sponsor by March 30, 2007.
2. a registration form by that date to attend the free luncheon.

Registration deadline for the 2007 event is March 30, 2007. All proposal and registration information must be submitted on-line at <http://meetingofminds.umflint.edu>

Students who are not presenting and invited guests are also required to register. Faculty sponsors must register too!

MOM is a great way to get your career in Psychology into high gear. For many years now psychology majors have gotten their professional careers started by presenting papers or posters at MOM. You should join them! ♦

# Comments following Graduate School Workshop

By Angela Rowley

My academic plans were perfect...in my head. I envisioned college, graduate school, and a perfect career without ever considering the steps necessary to attain my goals. When I attended the Graduate School Workshop last year, it was a harsh, but necessary, shock to reality.

At this event hosted by Psi Chi, there were a number of topics covered. It started with undergraduate tasks: involvement with research activities, seeking and developing relationships with mentors, pursuing academic advising, and establishing habits of organization. Afterwards, we talked about the application process, which is much different from the structure used to gain undergraduate admission to Oakland University. Consequently, we talked about different schools and the immense realm of diverse programs available, personal statements, what to expect in general, and the comparative differences between graduate school and undergraduate studies.

In many aspects, the Graduate School Workshop serves as a continuation of the material covered at the Careers in Psychology Workshop. While the Careers Workshop focused on undergraduate studies, the Graduate School Workshop creates a clear description of what life is like for a student who chooses to advance to the next level of education. While there are many jobs available to psychology majors holding a bachelor's degree, the variety is more extensive with a MA, PsyD or PhD.

We covered the advantages and disadvantages of graduate school, and the faculty offered a little insight based on their own experiences. It was helpful in many respects. I had never heard of the GRE, and I was unaware of the complex application process. The disadvantage of graduate school is that there is an extensive application process and an extreme amount of dedication and work required. The advantages of it are that there are many more opportunities and a higher level of understanding in the field of psychology than with a bachelor's degree.

I wish that someone would have stressed the concepts I learned at the Graduate School Workshop to me earlier in my college career. My advice to current and future psychology majors is to obtain a plan as early as possible. Attending the workshop will be beneficial to any student in deciding whether or not to go to graduate school and for starting all of the requirements to transition from Oakland University to graduate school with ease.

While it may seem difficult to wake up early on a Saturday morning, sacrificing one morning of sleep is better than enduring any shock that may result from putting off critical information about graduate school. Basically, the thought of attending graduate school seems simple, but it is not a readily available option for all students. Having more knowledge about future educational options may be a great deal of help for anyone that plans to advance to graduate school or it may ultimately enforce a decision to finish with a bachelor's degree. Either way, having a distinct plan will prevent a great deal of stress. ♦

**Editors' Note:** We hope that those readers who are current Psychology majors will note the commonality extending from Todd's review of "Starting Off Right" (page 4), in Amber's comments on the Careers in Psychology workshop (page 7), through Angela's comments on last year's the Graduate School workshop (above), continuing in Amanda's review of the Transitions to Grad School" panel (next page). The faculty members of the Department of Psychology are committed to assisting our students in their quests to establish meaningful careers. You play a role in this process: get engaged, get connected to Psi Chi activities, talk with your faculty during their office hours, and yes, even get up on Saturday mornings to attend special workshops about...YOUR CAREER.

Mentioning workshops...have you registered for the How to Get into Grad School workshop? If not, go to page 18 and learn how to do so. ♦

# Review of “Transitions to Graduate School: Reflections from Alumni”

By Amanda Harrie

On Thursday, November 9, Psi Chi hosted the “Transition to Graduate School: Reflections from Alumni” event. The event featured four former Oakland University psychology students who discussed their personal transition to graduate school. The four speakers included Courtney Fons who is currently working on her PhD in clinical psychology at Eastern Michigan University; Jenny Anderson who obtained a Masters degree in school psychology from Central Michigan University; Patrick Faircloth who is currently working on his PhD in counseling at Oakland University; and Sabrina Bauroth who earned a MSW from the University of Michigan.

A panel discussion was lead by Professor Stewart in which the OU alumni answered a few questions regarding their personal experiences in graduate school. The discussion focused on how OU prepared them for graduate study, what the transition to graduate school was like, and how graduate school was different from being an undergraduate student. In the final segment of the discussion, each speaker offered advice to current psychology majors who are thinking about graduate school. The event concluded by giving the audience a chance to ask any other questions that may not have been covered in the discussion.

Overall, this event was a huge success that provided excellent information about the transition to graduate school. As a psychology student thinking about graduate school, I was nervous about attending this event. The more I think about graduate school the more questions I have, and luckily for me, this event provided excellent answers to many of those questions. Also, because Oakland University does not have graduate students on campus interacting with undergraduates, we as students do not know what to expect in graduate school. This event illustrated what we can anticipate graduate school to be like and provided the information needed to make the transition to graduate school a little easier.

This event was a little overwhelming at first because the thought of graduate school itself is overwhelming, but ultimately I was able to gain tremendous knowledge regarding the typical workload of a graduate student. In addition, the speakers’ advice about the application process itself was extremely helpful. They provided the audience with important details about how to develop proficient interview skills applicable to graduate admissions, the information needed to complete graduate school applications, choosing the right school for you, developing personal statements that clearly communicate your area of interest as well as the reason for your decided interest, and suggestions about how to obtain letters of recommendation from reputable sources.

I also found the event to be very interesting because each speaker had a degree in a different field of psychology. This helped me understand the various branches of psychology and provided me with all the information needed to explore these fields further. For example, I am interested in school psychology and Jenny Anderson provided excellent information to help me determine if this field is right for me. In its entirety, the “Transition to Graduate School” event was inspiring and very enlightening. Specifically, upon the conclusion of the discussion, I was given plenty to think about and I realized what I need to do in preparation for my own transition to graduate school. This is one event that I hope will continue to be presented over the years to future psychology students since it has proved itself to be beneficial. If you are a student thinking about graduate school, attending this informative discussion is imperative. ♦

*Editor’s Note: Courtney, Jenny, Sabrina and Pat...Thanks again. The evening was both informative and phun.*

**Need Psychology Advising Forms?**

**...Information?**

Go to [http://www2.oakland.edu/psych/advising\\_forms.cfm](http://www2.oakland.edu/psych/advising_forms.cfm)

# Psi Chi Supports the Community

By Kim McGinnis & Carissa Broadbridge

Psi Chi supported two organizations throughout the recent holiday season. The first, the Whitmer Center, is a facility in Pontiac. The organization supports below poverty level families with a focus on developing family literacy. In effect, the organization is helping to ensure the next generation will have more opportunities to enhance their lives. The families that the Whitmer Center supports receive canned food donations, and many of these families live solely off of canned food. The money raised by Psi Chi for this organization was used to purchase gift cards for groceries. This allowed the families to purchase fresh food. Most of us take fresh food for granted, but for these families it is a luxury.

Psi Chi has also adopted two families and two senior citizens from Focus: HOPE this holiday season. These are families that cannot afford to purchase holiday gifts because they cannot even afford to purchase the necessities of everyday life. Many of the gifts we will be purchasing are necessities, and we hope to purchase some desired gifts as well. Psi Chi has organized four fundraising events in support of these organizations.

The first event was a change drive for the Whitmer Center. The change drive ran from November 13, 2006 to November 17, 2006. Psi Chi members collected change in classrooms around campus throughout the week. There was also a table set up in the Oakland Center from 10:00 am until 2:00 pm each of these days. The efforts of the Psi Chi members raised over \$480.

On December 1, 2006, a bowling event at Fairlanes Bowl in Madison Heights raised another \$420. The event brought together students from Oakland University and community members from all over Oakland County. There were three games of bowling, pizza, pop, and four different jackpots. Many of the individuals who won the jackpots donated the money they received back to the fundraiser. This was a great gesture on the part of these individuals.

Psi Chi sponsored an evening of comedy at Mark Ridley's Comedy Castle in Royal Oak on Dec. 14<sup>th</sup>. Students, family members and friends gathered to see Ken Rogerson perform and raised over \$200 to support the families we adopted.

Finally, on Monday, December 18<sup>th</sup>, Todd Dollar, Becca Anders, Carissa Broadbridge and Professors Cindy Sifonis, Robby Stewart and Deb McGinnis worked as guest grillers at the bd's mongolian barbeque located at 3325 University Drive in Auburn Hills to assist Psi Chi in its last fund raising event of the Fall 2006 semester. Good food, good company and raffle prizes made for an enjoyable and profitable evening. Another \$435 was raised at this event. When combined with all other sources, Psi Chi concluded its Fall fundraising efforts having collected \$1,703.11 for the Whitmer Center and Focus: HOPE families.

Check the upcoming issues of *PsychMatters* or look for the "This Week in Psychology" email messages sent to all current psychology majors for updates on the success of our fundraising efforts. More importantly, why don't you make plans to join us in activities such as these during the Winter semester? ♦

## APA ONLINE Announces PsycCAREERS

Do you have questions about careers in psychology, the interview process, where a career in psychology can take you, how to prepare a resumé? If so, then this is the place to go:

<http://www.psyccareers.com/>

## Psi Chi Joins NAMI in Walking for the “Mind of America”

By Claire Hotelling

The National Alliance on Mental Illness is an organization that aids individuals with mental illnesses and their families through various services. They are a grassroots organization with outreach programs ranging from toll free help lines to providing assistance with estate planning for parents of mentally ill children. With over 1,100 affiliates, NAMI is dedicated to eliminating the stigma that is often apparent when mental illness is the topic, as well as increasing research and public awareness in this field. They also have programs designed for family members, consumers, and professionals that increase education about the mental illnesses that may be persistent in someone's life. NAMI also has a strong political drive, in that they promote fair legislation in regards to the mentally ill (National). Those who realize how difficult life must be for people suffering from a mental illness as well as the affect this may take on their family can understand why NAMI is an organization that is duly needed and appreciated.

Being students who have an enthused interest in psychology, Psi Chi found this to be an important organization to support. Be that as it may, with short (1 week) notice, a walking team was formed and an impressive amount of \$370 was raised for NAMI. On October 8th, 2006, the Psi Chi members and friends joined various other teams and supporters of the National Alliance on Mental Illness in the “NAMI Walks for the Mind of America” 5k fundraising walk, which took place on Belle Isle.

There was an overwhelming feeling of support and excitement the sunny morning of the walk. Following a DJ and an energetic group performing the electric slide, speakers thanked the crowd for their support and passionately voiced their concern for the “parity bill” (HR 1402). This bill basically opposes the limits of insurance coverage of illnesses such as Bipolar disorder or Schizophrenia in comparison to less stringent insurance limits for what are viewed by some as “real” medical concerns (National). The Paul Wellstone Mental Health Equitable Treatment Act (HR 1402) seemed to be the theme of the day and all participants were urged to write their state legislation in support of the equal-benefits act in opposition to the parity bill.

This walk served as a way to benefit NAMI, and also benefit Psi Chi by encouraging us to reach outside of our own group and into the community around us. If you are interested in joining Psi Chi's participation in future charitable events, please keep an eye out for “This Week in Psychology” e-mails in your Oakland University e-mail. See [www.nami.org](http://www.nami.org) for more information about the National Alliance on Mental Illness.

*National Alliance on Mental Illness Website.* Retrieved October 22, 2006, from <http://www.nami.org> ♦

### What Psychology classes will be taught in the Spring and Summer sessions?

Would you like to know future schedules of classes? As soon as a tentative schedule for an upcoming semester is created, Professor Stewart posts it on the departmental website. The Spring and Summer 2007 schedules have been there for months, and the Fall 2007 schedule is expected to be ready very soon. Don't wait until the last minute to know what is coming. Get the info you need now.

Tentative schedules for future semesters can be found at:

<http://www2.oakland.edu/psych/schedule.cfm>

# **i-Clickers Improve Student Engagement in PSY100 Classrooms**

By Claire Hotelling

What is an i-clicker? To any PSY100 students and professors, this is a well-known term. For the Fall 2006 semester, the Psychology department at Oakland University has implemented this technology into all PSY100 classrooms, and judging from student and professor reactions, it has been a beneficial upgrade.

To answer the first question, an i-Clicker is a reasonably priced remote classroom response system that each student is required to purchase along with their textbooks. With clearly marked answer buttons, this rectangular remote allows students to answer in-class multiple choice questions and register their answers onto the main kiosk in order to display a bar chart representing the class answers. After a professor asks their PSY100 class a question pertaining to the discussion, the class can then discuss amongst themselves the possible answers, or even review their notes or the text book. After quickly responding, the students can then see how many others agreed with their answers, and the professor explains the correct answer with the class. Fortunately, the answers are anonymous so as to not keep any shy students from responding, and if the majority of the class answers the question wrong, the professor can then gauge what needs to be further clarified to the students.

It appears as though the professors are enjoying this new feature to the psychology department, and are finding that students have become more engaged in active learning. Dr. Williams, who teaches a PSY100 class, finds that, "it increases student interest and it makes class seem fun. The students are interested in what their peers think about the various topics." (Williams, personal communication, October 26, 2006).

Dr. Linden, who has taught many PSY100 classes in the past and is using the i-Clickers for the first time this fall, says that, even without statistical evidence, "It does appear that students are more engaged in learning the course material, since they discuss questions about the material with classmates before they enter their answers on the i-clicker device. It is useful (and interesting) to see the graph of the students' answers displayed for further discussion." (Linden, personal communication, October 23, 2006).

Furthermore Dr. Tina Meyer, who is new to teaching PSY100 at OU, feels that, "They increase student attention during lectures. Additionally, students must actively seek out the correct answer to questions, which makes them (albeit quickly) review material presented in lecture. Discussion following i-clicker questions helps clarify the reason for the correct answer, and why the others are incorrect." (Meyer, personal communication, October 29, 2006). The procedure required to register each student as well as some slight technological mishaps are the only drawbacks of these classroom devices as reported by the professors. It appears, however, that the benefits of active participation in class outweigh the few minor technological bugs.

It was apparent from visiting a PSY100 classroom that the students seem to enjoy the i-clickers as well. From my perspective as an observer, the i-clicker quiz given in class was a positive experience. Students actively discussed whether an example was that of implicit or explicit memory, while others flipped through their lecture notes to remind themselves of which was which. After a brief technological mishap, in fact, the entire class of mostly freshmen let out a resounding, "aww!" when they thought their i-clicker quiz was cut short for the day. It was the i-Clicker quiz that excited the students about the topic of psychology, which seems like a very welcome advancement to classrooms from both the stance of those teaching as well as those learning. Hopefully, the i-clickers will be of continued use in the future to promote a better understanding of psychology for many college students, not just majors.

*i-Clicker website.* Retrieved October 25, 2006, from <http://www.iclicker.com> ♦

**Contact information for current organization members can be found at:**

<http://www2.oakland.edu/psych/psychstudent>

or email Holly Hedlund at [hchedlun@oakland.edu](mailto:hchedlun@oakland.edu)

## **Jill Brown busy helping area victims of domestic violence**

By Stacy Langley

The Huron Daily Tribune, 12/01/2006, Reprinted with permission

**BAD AXE** — With just a little more than two months of work under her belt, the new domestic violence victim's advocate says she's been keeping busy offering needed services to area victims, working hand-in-hand with Thumb-area shelters and the Huron County Prosecutor's Office.

Employed full-time by the Human Development Commission (HDC), Jill Brown said her duties are many as she assists victims of domestic violence, as well as victims of sexual assault or stalking.

"I serve as a victim's liaison. I work with law enforcement and the prosecutor's office through what's called a STOP grant," Brown explained.

STOP stands for "Service Training Officers and Prosecutors."

"The grant money is federal funds that are passed on to the state and then are handed over to the Human Development Commission to provide the services in Huron County," she said.

"Through my job, I work to educate victims about the services available to them. I work to promote community awareness and make school presentations about domestic violence, stalking or sexual assault. I also accompany victims to court when needed and I respond to the hospital for forensic examinations, for rape or for battered women. I can assist victims with personal protection orders and ensure that the victim's needs are being addressed."

Brown is originally from Oakland County. She received her degree in psychology [from OU]. She also has an associate's degree from Ferris State University in criminal justice. And while in college, she worked at Eva's Place — a shelter in Sanilac County for domestic violence victims. Brown said she now resides in Sanilac County with her husband, but said she has a love for Huron County and for helping people.

"I took this job because I wanted to be able to help people," she said. "It's often a confusing time. I feel that it's important to be a beacon at such a hard time in someone's life. People are often told so many different things and I want to be able to give them the facts and help as much as I can.

Through this job I can give referrals and help with arranging housing assistance and making arrangements with the law enforcement for a civil stand-by (when someone needs help getting their belongings from a home). There's a long list of services that are available to victims."

One of Brown's duties is to work side-by-side with the Huron County Prosecutor's Office.

"We are very happy to have Jill (Brown) on-board. She's doing a real nice job providing an important service to victims," said Huron County Prosecutor Mark J. Gaertner.

"HDC plays an important function in Huron County. They provide this program through state and federal funds. HDC also funds a long list of other valuable programs in the county."

Gaertner explained that in counties across the state there is someone employed through HDC to do what Brown does here in Huron County.

"In other counties, like here in Huron County, the prosecutor's office is a partner with HDC," Gaertner said. "My job is to make sure that she has access to the victims in order to be able to help provide the services they each may need."

*Continued on next page*

*Continued from previous page...Jill Brown busy*

And often times Brown serves as the victim's voice to the prosecutor's office, relaying concerns or answers to questions.

"The victims are allowed to suggest what kind of sentence they feel is appropriate in domestic violence cases. And it's just that, a suggestion. Sometimes they suggest counseling, alcohol and drug abuse counseling, jail time, or no jail time," Brown said. "I help them with that and it's then relay that to the prosecutor's office."

Gaertner said that with HDC providing the needed services, and Huron County's domestic abuse shelter known as SafePlace, along with law enforcement and the prosecutor's office each doing their part, the system for victims in Huron County works.

"Jill (Brown) is providing every service available. The shelter also provides services and a place for victims to go. And law enforcement and the prosecutor's office are each doing their part — I've never seen it work better," said Gaertner.

"There's open communication and we are all working toward the same goals. That's what I feel makes this so successful."

And the cooperation between HDC, SafePlace and the prosecutor's office was recognized recently when representatives from Michigan Domestic Violence Prevention and Treatment Board looked over the county's approach to domestic violence and came back with outstanding results.

"You don't get a lot of kudos for the job you do, but they came in and gave us an independent audit of the services we have here and how we are doing things. They gave us a 4-star rating for the way we have things set up — it's reassurance that things are working for victims," said Gaertner.

"Everything is working really well. Everyone involved knows what's expected from them. It's a very organized and service-oriented approach. The victims are getting the best possible services we can provide."

For more information about services Brown can provide through the Human Development Commission, her office is located at 40 Cook Drive in Bad Axe. She can be reached by calling (989) 269-9502.

"Whatever services people are interested in taking advantage of, I'm here to help them," she said.

"We work closely with the local shelter (SafePlace) and other (Thumb area) shelters as well."

Stacy Langley • (989) 269-6461 • [slangley@hearstnp.com](mailto:slangley@hearstnp.com)

## Psychology @ OU

Our website can be found at <http://www2.oakland.edu/psych/>. At this site you can find detailed advising information, advising forms, descriptions of upcoming events, links to faculty pages, future schedules of classes, and copies of our newsletter, *PsychMatters*. It's your educational experience, why not make the most of it? Get informed, stay informed.

The next step after becoming informed is to get involved. Visit the Psychology @ OU website at <http://www2.oakland.edu/psych/psychstudent/> to learn about upcoming events, to volunteer and assist in making this programs happen, and to suggest other programs you would like to see at OU. ♦

## Graduate School Workshop Registration Form

Dr. Stewart and Dr. Williams will provide students with information about applying to graduate programs to earn Masters and Doctoral degrees in this annual workshop. They will explain how to determine if graduate school is right for you, what life as a graduate student is like, what undergraduate preparation is necessary to get into most programs, and what are the typical processes of applying to graduate schools. Did you know that the process of applying to graduate schools can take up to 5 months just to identify the schools and prepare the documents? Do you know what a personal statement should include? Do you know the most common mistakes students make in their personal statements? How do you ask a faculty member for a letter of recommendation? Who do you ask?

If these questions are all “no brainers” for you, then feel free to sleep in when the workshop is being held. Otherwise, all students who are considering applying to graduate programs are strongly encouraged to attend this workshop regardless of class standing. Please note that the information provided in this workshop is most helpful if it is obtained when you are a freshman or sophomore – do not wait until your junior or senior year and then discover that you should have attended earlier. As is usually the practice, a variety of breakfast items, juice, coffee, and an information packet will be provided.

**The 2007 Graduate School Workshop will be held on Saturday, February 3<sup>rd</sup> from 9:00 am until noon in 204 O’Dowd Hall.**

To register for the workshop you can either:

1. Turn in this completed form and \$5 to Sandy Gabert in room 111 Pryale Hall.
2. Mail this completed form and a check made out to Oakland University for \$5 to the address below:

Sandy Gabert  
Psychology Department  
111 Pryale Hall  
Oakland University  
Rochester, MI 48309-4489

-----cut here-----

\*\*\*\* All forms must be received by Thursday, February 1<sup>st</sup> at 5:00 pm \*\*\*\*

People not pre-registered may pay at the door, but will be charged \$7 and will not be guaranteed breakfast or an information packet. Please register ahead of time.

If you have any questions contact Professor Stewart [stewart@oakland.edu](mailto:stewart@oakland.edu). Visit the Psi Chi webpage at [www2.oakland.edu/psych/psychstudent](http://www2.oakland.edu/psych/psychstudent) to learn about other Psychology-Psi Chi co-sponsored events.

Please register me for the 2007 Graduate School Workshop to be held on Saturday, February 3<sup>rd</sup>.

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_