

Invited Editorial: Professors' Research Expectations for Admission to Psychology Graduate Programs

Jennifer L. Hughes, Mengyao Li, Erika R. McDonnell, and Elizabeth V. Engsborg
Agnes Scott College; Cheyenne S. Goss, Georgia State University

ABSTRACT. Students are not fully knowledgeable about what it takes to be strong applicants for psychology graduate programs and they often downplay the importance of research experience (Sanders & Landrum, 2012). However, graduate professors often expect applicants to have research skills because these skills have been found to be strong predictors of success for graduate students (Privitera, 2014). In this editorial, we first review the literature about expectations for research experience, and then we report the findings from a survey we used that asked graduate school professors about the research criteria they use to accept prospective students. Using one-way Analyses of Variance (ANOVAs), we found that faculty from PhD programs and higher ranked programs rated research experience as more important, and they expected a greater amount of research experience from applicants, a match between their research and applicants' research experience, and more independent research experience from applicants. All of our hypotheses were significant at the $p < .001$ level. When evaluating the subfields of psychology, we also found all of our one-way ANOVAs to be significant ($p < .001$), but our hypotheses were only partially supported. We found that clinical psychology PhD faculty had higher research expectations for the four areas listed above, as compared to faculty in a few subdisciplines, which were mostly housed in education departments. We also found that clinical psychology faculty had higher expectations compared to faculty from industrial/organizational psychology programs for matching research interests. Our findings could help applicants make more informed choices when applying to graduate programs.

Keywords: research experience, admission, psychology, graduate programs

Increasingly, both graduate schools and employers are looking for applicants who have skills that can be gained through conducting research (Dunn & Halonen, 2016; Silvia, Delaney, & Marcovitch, 2017). Benefits from undergraduate research include enhanced critical thinking skills, development of collaborative learning skills, improved communication skills, increased self-efficacy, stronger relationships with those writing recommendations, and improved data and statistical skills (Alderton & Manzi, 2017).

Students often think that research experience is

only needed for those who plan to attend graduate school. However, the competition for jobs among those with a bachelor's degree in psychology is difficult and highly competitive (Silvia et al., 2017). Those with research skills stand out from the competition and are much more likely to get jobs they want (Silvia et al., 2017). Silvia et al. (2017) adds that "they [employers] want to hire people who went beyond the minimum, who acquired skills, showed initiative, and interacted with professionals" (p. 7). Therefore, becoming involved in research can help undergraduate psychology students to be

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

more successful after graduation, whether they seek employment or plan to attend graduate school.

Although we argue that research experience is important for all undergraduate students majoring in psychology, in this editorial we will focus on the research experience needed for those wanting to be accepted into graduate school. We were especially interested in evaluating whether the type of degree and rank of program had an impact on the expectations for admission and if the subfields for the PhD psychology programs differed. To investigate this, we employed a survey and sent it to graduate school professors who had been on committees to accept graduate students within the past 5 years. We asked these faculty about their expectations of applicants as far as research experience. Before we summarize the results of the survey, we will give some background information from the literature about the expected research experience for graduate school applicants.

The types of possible graduate degrees are defined first because the degrees will be referenced throughout the article. The American Psychological Association (2007) defines the types of doctoral degrees *for those studying psychology* as being the doctor of philosophy (PhD), the doctor of psychology (PsyD), and doctor of education (EdD). They state that the doctoral degree is generally a reflection of the training model and where the program is housed at the institution. For example, PhDs in psychology use the *research* or *scientist-practitioner* models, and they are typically granted by psychology departments, but some are granted in education departments (e.g., Educational Psychology PhD). PsyDs use the *practitioner-scholar* model and are housed in psychology departments, university-affiliated psychology schools, or independent professional schools of psychology. The models used for EdDs vary some, but most are *practitioner-scholar* with the others being *scientist-practitioner*. They are granted by education departments. Students accepted straight into PhD and PsyD programs often earn a master's degree along the way to their PhD, but some do not. However, most of the students accepted into EdD programs have a master's degree before applying.

The American Psychological Association (2007) notes that there are few differences between the master of arts (MA) and master of science (MS), and they often reflect the department or school that the degree came from. However, some argue that historically the MS degree has been more research focused and requires students to complete

a thesis, and that MA degrees are given in terminal programs (Adamés, 2008).

Psychology Graduate School Admission Criteria

Students often do not know that being accepted into graduate programs is much more difficult than being accepted into undergraduate colleges or universities (Dunn & Halonen, 2016). Before applying to graduate school, students should assess their strengths and weaknesses and develop a systematic plan for ensuring their acceptance (Dunn & Halonen, 2016). Consulting with a professor or advisor in psychology can be helpful in making this plan.

Dunn and Halonen (2016) recommend that potential applicants read the book *Graduate Study in Psychology*, which is published yearly, to evaluate the admission criteria for each individual graduate program. They advise applicants to take the data presented in the book seriously and to make sure that applicants understand that they need to exceed the minimum qualifications listed to have a chance to be admitted. Most graduate faculty evaluate applicants using the following criteria: (a) grade-point average (GPA), (b) standardized test scores, (c) course work in psychology, (d) research experience, (e) letters of recommendation, (f) personal statements, (g) psychology-related work experience, and (g) some hold interviews (American Psychological Association, 2007). However, admission committees' criteria vary when it comes to evaluating applicants and their method used depends on the type of degree, prestige of the program, and area of focus (American Psychological Association, 2007).

PhD and master's psychology programs often use GPA and Graduate Record Examination (GRE) scores to cut applicants who do not meet their cutoff scores and narrow the pool of applicants (American Psychological Association, 2007) because of large numbers of applicants (Walfish & Hess, 2001). Less is known about how PsyD and EdD programs evaluate their applicants, but PsyD and EdD programs at universities, as compared to for-profit programs, are more competitive and use some of the same criteria as PhD and master's psychology programs (Dunn & Halonen, 2016). Most of the PhD and master's psychology graduate admission committees expect to see high GPAs and GRE scores (Cynkar, 2018; Dunn & Halonen, 2016), and PhD programs and higher ranked programs expect the highest GPAs and GRE scores (American Psychological Association, 2007). For the PhD and

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

master's applicants who meet the criteria set for GPA and GRE, research experience is often evaluated next (American Psychological Association, 2007; Buskist & Sherburne, 2007; Schultheiss, 2008) with letters of recommendation and personal statements after that (Collins, 2001).

Research Criteria

The following research criteria is evaluated for most of the psychology graduate programs that emphasize research (Walfish & Hess, 2001): (a) the number of statistics and research design and methods courses taken, (b) the applicant's prior research experience as a research assistant or conducting independent research, (c) the applicant's skill set that would be brought to a research lab, and (d) the applicant's research presentations and/or publications. Applicants in research-based graduate programs are also evaluated on their research interests and their match with graduate professors (Wegenek & Buskist, 2010). Each of these categories will be reviewed next.

First type of criteria: Statistics and research design and methods courses. Walfish and Hess (2001) suggested that students who want to be accepted into psychology graduate programs take courses (e.g., research statistics, research design and methods, computer science) that strengthen their research skills, demonstrate an ability to think analytically, and show their preparedness for graduate study. They also suggested that students should learn statistical computer programs (e.g., SPSS, SAS, R) in order to be competitive.

Second type of criteria: Research experience. For students interested in graduate school, undergraduate research experience will help them to make better decisions when applying to graduate programs (Alderton & Manzi, 2017). Their research experience will help students to know if they like research or not and enable them to select the type of degree that fits their needs (Silvia et al., 2017). Another benefit of undergraduate research experience is that often applicants' strongest letters of recommendation come from the professors they conducted research with (Schultheiss, 2008). Research experience also allows graduate professors to see that students understand what the research process is like, that students have the ability and motivation to be a part of it (Walfish & Hess, 2001), and it shows students' promise as scientists (American Psychological Association, 2007).

Information about each degree and the research expectations will be reviewed next. After

that, ways to get involved with research will be presented. Finally, ideas will be given for those who want more research experience after graduation.

PhD. Seligman (2012) wrote that "there is no route to a PhD without research" (p. 130). PhD programs are dedicated to producing scientific research (Dunn & Halonen, 2016) and the typical applicant will have two to three years of research experience (Novacek, 2016). Substantial research experience is essential for applicants hoping to be admitted to these programs (Landrum & Davis, 2010; Morgan & Korschgen, 2009; Walfish & Hess, 2001) and especially for clinical applicants because the competition is stiff (American Psychological Association, 2007; Council of University Directors of Clinical Psychology, 2017; Dunn & Halonen, 2016; Prinstein, 2017; Wegenek & Buskist, 2010). Also, the higher ranked programs are more selective and expect to see the most research experience (Dunn & Halonen, 2016).

PsyD and EdD. The PsyD and EdD are considered to be professional degrees (Privitera, 2014), so often admissions committees appreciate seeing some research experience, but the expectations are not high (American Psychological Association, 2007). This research experience implies that the applicants are able to be critical consumers of research and possibly conduct research to finish their degree (American Psychological Association, 2007; Collins, 2001). The PsyD and EdD programs at universities will expect students to be more skilled at understanding research (Collins, 2001). Many of the accredited PsyD programs now require a dissertation, but the form of it often differs in focus from a PhD dissertation, and there is less of an emphasis on research and statistics (Adamés, 2008). The same is true for the EdD (Nelson & Coorough, 1994).

Master's degrees. Admissions committees for master's programs expect to see some research experience, but often not as much as PhD programs (Briehl & Wasieleski, 2004; Privitera, 2014). Students' research experience will help them to select master's programs that better fit their interests such as a research-focused program (i.e., students conduct a thesis and then possibly apply to PhD programs) or an applied program (i.e., most students do not conduct research or write a thesis and most do not expect to continue on to a PhD). The applied master's programs are often called terminal master's programs and prepare students for specific occupations (American Psychological Association, 2007; Dunn & Halonen,

2016). Undergraduate research experience is also important for students who attend these applied master's programs because students need to be able to read and critique research articles (McDonough, 2000).

Research assistants. It is recommended that students actively seek out research opportunities by being proactive and not being shy about asking about potential opportunities (Privitera, 2014). They can ask to volunteer in research labs at their college or university; additionally, they can find research assistant positions off-campus, or they can attend a summer research program (Collins, 2001; Dunn & Halonen, 2016; Prinstein, 2017). Dunn and Halonen (2016) add that it is ideal if students can select research labs that match their graduate school interests, but often students cannot find a direct match. If that is the case, experience from other research labs still looks good because the research process is often similar across the subfields in psychology. Students who enjoyed working in a lab, then can use their research experience to apply to conduct independent research on a topic that matches their graduate school interests. Finally, the quality of the research experience is most important and even more important than the quantity of those experiences, so students will want to take on more substantial tasks as they continue to accrue research experiences (Love, Bahner, Jones, & Nilsson, 2007). Walfish and Hess (2001) add that students should show great interest in the research and immerse themselves in every aspect of the process, which will make them stand out and get better graduate school recommendation letters.

Independent research. Students can gain independent research experience by completing a thesis or directed research (Collins, 2001; Dunn & Halonen, 2016; Prinstein, 2017). Theses and directed research projects help students to learn independent research skills in an area of interest to them (Prinstein, 2017). These are student-driven and involve carrying out the research from start (i.e., research idea and hypotheses) to finish (i.e., analyzing the results and writing the manuscript), which provides great preparation for graduate school (Dunn & Halonen, 2016). In addition, students who were involved in independent research have been found to have greater research self-efficacy (Huss, Randall, Patry, Davis, & Hansen, 2002).

Adding research experience after graduation. Applicants who want to attend graduate school and do not have much undergraduate research experience may want to delay applying to graduate

programs until they have the needed experience; during this time, they could work as a research assistant at a university or research institute (Cynkar, 2018; Keith-Spiegel & Wiederman, 2000). These gap years are becoming increasingly common and are especially common for those who plan to apply to PhD programs that expect to see several years of research experience (Novacek, 2016).

Applicants who want a PhD, but do not have extensive research experience, could consider applying to master's programs first. Applicants should look for master's programs that emphasize research skills (e.g., experimental or general psychology programs), programs that work with students to write a thesis, programs that allow students to get involved in research, and programs that have statistics and research design and methods courses for students to take (Collins, 2001; Leary, n.d.). Applicants with master's degrees end up having proof that they can do graduate-level work and additional research experience, which makes them competitive for PhD programs (Leary, n.d.).

Third type of criteria: Research skill sets. Selection committees look for applicants who are prepared to take on graduate-level work and therefore are more likely to succeed in graduate school (Wegenek & Buskist, 2010). Strong writing skills are important for acceptance to graduate programs (Keith-Spiegel, Tabachnick, & Spiegel, 1994). Research papers demonstrate that students can search for research literature, think about the literature, integrate information on a topic, and write effectively about that topic (Keith-Spiegel & Wiederman, 2000). In addition to writing skills, students who conduct research learn how to collect data, enter data, run statistical analyses, and interpret the findings (Dunn & Halonen, 2016). Munsey (2007) interviewed Professor Mitch Prinstein and he said that he looks for the following skills when reviewing PhD applicants: "some independent research experience, an ability to think like a scientist, someone who can generate hypotheses, who is familiar with research literature, who can understand the limits to prior research, and maybe someone with some ability for scientific writing" (para. 7).

Fourth type of criteria: Presentations and publications. Working in a research lab looks good on a curriculum vitae but being an author for a presentation or publication is even more impressive (Buskist & Sherburne, 2007; Keith-Spiegel & Wiederman, 2000; Schultheiss, 2008; Walfish & Hess, 2001). Students should get involved with

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

research early in their undergraduate career because that will give them time to see the results of their labor (i.e., presentations or publications; Buskist & Sherburne, 2007; Cynkar, 2018; Dunn & Halonen, 2016; Schultheiss, 2008).

Presentations. Dunn and Halonen (2016) describe two types of convention presentations including oral presentations and poster presentations. The oral presentation often involves a 15- to 20-minute talk, and the researchers present their research in the same order as a traditional research paper. A poster is considered to be a visual representation of the research, and the sections also follow the traditional research paper. Students stand by their posters and convention attendees can ask them about their research.

Presenting at conventions often marks the beginning of a professional identity for students (Keith-Spiegel & Wiederman, 2000), and presenting is great training for graduate school (Morgan & Korschgen, 2009). Conventions can bring students in contact with graduate faculty who have similar research interests as they do (Keith-Spiegel & Wiederman, 2000). Also, conventions that are designed specifically to include undergraduate students (e.g., Southeastern Psychological Association convention) are great to submit to when students are new to presenting (Keith-Spiegel & Wiederman, 2000).

A publication in a scholarly journal is impressive to admission committees and indicates the applicant's commitment to and involvement in research (Buskist & Sherburne, 2007; Keith-Spiegel & Wiederman, 2000; Walfish & Hess, 2001). Privitera (2014) writes that peer-reviewed journals in psychology average rejection rates of 85–90% and, because of this, graduate professors find publications to be impressive. The *Psi Chi Journal of Psychological Research* is a great place for students to submit their research. This peer-reviewed journal publishes work from undergraduate students, as well as graduate students and professors and, because of this, their approach is developmental in nature (Brannan, 2018).

Additional criteria for graduate students: Research match. As students progress through their undergraduate education, they should narrow their focus in psychology (Privitera, 2014). Through their research experience and courses, students should learn the research areas that interest them most (Prinstein, 2017). They should look for graduate programs that match those interests.

Students who are planning to attend research-based programs should investigate specific faculty's

interests to see if those align with their own interests and then apply to work with faculty who match their interests (Council of University Directors of Clinical Psychology, 2017; Dunn & Halonen, 2016). Most professors who sponsor students for research see their roles as being based on an apprenticeship model, and they want to teach their students about their specific research area (Dunn & Halonen, 2016).

When it comes to evaluating research experience, some faculty will often want that experience to be in the same specific area that they study, while others will be less concerned with the experience being in the same area but will focus on interests (Council of University Directors of Clinical Psychology, 2017). Most faculty will expect students' interests to match their research interests, so it is important that students clearly state their interests in their personal statements (Council of University Directors of Clinical Psychology, 2017; Walfish & Hess, 2001).

Current Research

The research literature points to the fact that research experience is important for admission to graduate programs. Several authors (i.e., Landrum & Davis, 2010; Morgan & Korschgen, 2009; Novacek, 2016; Walfish & Hess, 2001) mentioned that faculty in PhD programs will expect to see substantial research experience for applicants to be admitted. Other authors mentioned that this is particularly true for clinical psychology PhD programs, which are seen as the most competitive programs to get into (American Psychological Association, 2007; Council of University Directors of Clinical Psychology, 2017; Dunn & Halonen, 2016; Prinstein, 2017; Wegenek & Buskist, 2010). Finally, Dunn and Halonen (2016) stated that higher ranked programs are more selective and expect to see the most research experience. We based our hypotheses on these authors' statements.

First, we evaluated types of degrees including rankings. We expected to find the following: (a) faculty from higher ranked programs/PhD programs in psychology as compared to lower ranked programs and other types of degrees would rate research experience as more important, (b) would expect applicants to have more research experience, (c) would expect more of a match between their research and applicants' research experience, and (d) would expect to see more independent research experience from applicants.

Second, we evaluated the psychology subfields for PhD programs. We expected to find the

following: (e) faculty from clinical psychology PhD programs would rate research experience as more important as compared to other subfields, (f) would expect applicants to have more research experience, (g) would expect more of a match between their research and applicants' research experience, and (h) would expect to see more independent research experience from applicants.

Method

Procedure

After receiving institutional review board approval, we used the following procedure for collecting data. First, we used the ranked list of 219 accredited psychology graduate programs from the *US News and World Report Best Graduate Psychology Programs* (2018) to determine the rankings of graduate programs. We used the top 52 programs for the top rank (i.e., Tier 1), 59 programs for the second rank (i.e., Tier 2), 54 programs for the third rank (i.e., Tier 3), and 54 programs for the fourth rank (i.e., Tier 4). We did not have an even number of programs at each rank because often the programs tied, and we did not want to split the tied programs. That accounted for the uneven numbers in each of the four ranks. We decided to break the programs up into four tiers and to send surveys to participants that matched their ranking. We did this because we wanted participants to feel that their responses could not be tied to their specific university. We acknowledge that breaking the programs into four tiers only gives a rough estimate of differences among the four groups. Also, note that we did not rank the PsyD programs, the EdD programs, or the master's programs because we could not find lists of the rankings for these programs.

Next, we used the *Graduate Study in Psychology* book by the American Psychological Association (2018) to make a list of psychology programs in the United States. This list included PhD programs in psychology, PsyD programs, PhD/EdD programs in education, and master's programs in psychology. Then we compiled a list of psychology faculty by going to the webpages of the universities and selected every third faculty member listed. We excluded retired faculty, instructors, adjuncts, and staff. This resulted in 3,050 e-mail addresses. We used an app called GMass to track the opened e-mails. Of the 3,050 e-mails sent, 47% (1,433) were opened. The number of unopened e-mail was partly because of e-mails not working (2%) and faculty having autoresponder messages saying they were not checking e-mail due to vacations,

not working in the summer, sabbaticals, maternity or paternity leave, recently retiring, or quitting academia (19.8%).

From the opened e-mails, we had a 59% response rate, but we removed 73 of 838 participants because they had not accepted graduate students in the past 5 years. We had a total of 765 participants complete the survey including 224 participants from Tier 1 PhD programs in psychology, 108 participants from Tier 2 PhD programs in psychology, 95 participants from Tier 3 PhD programs in psychology, and 105 from Tier 4 PhD programs in psychology. We had another 32 participants from PsyD programs, 99 participants from PhD/EdD programs in education departments, and 102 participants from master's programs in psychology.

Measures

Demographics. Of the participants, 54.0% of them were women, 45.4% were men, and .6% identified as genderqueer, nonbinary, or agender. Eighteen participants did not report gender identity. The average age of the sample was 48.15 ($SD = 11.86$). Thirty-six participants did not report their age. The majority of the sample reported that they were White (81.7%) and had earned tenure (72.5%). As for rank, 45.9% reported being a professor, 30.0% reported being an associate professor, and 24.1% reported being an assistant professor. Nine of the respondents did not list their rank. The participants lived in the Midwest (27.3%), Northeast (22.7%), South (34.0%), and West (16.0%).

To evaluate our hypotheses, we developed a SurveyMonkey survey to assess the following areas.

Importance of research experience. To evaluate the importance of research experience we used the question: "Assuming an applicant's GRE and GPA are within range of your program standards, how important is the applicant's research experience in order for the applicant to be accepted by you?" Faculty were asked to use the following scale: 1 (*it is not important*), 2 (*it is minimally important*), 3 (*it is somewhat important*), 4 (*it is important*), and 5 (*it matters the most*).

Amount of research experience. Faculty were asked about their expectations for applicants' amount of research using this question: "For you to accept an applicant (either with a bachelor's or master's degree), how much research experience do you expect to see? Faculty were asked to use the following scale: 1 (*no research experience is expected*), 2 (*a semester or summer of research experience*), 3 (*a year of*

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

research experience), 4 (2–3 years of research experience), and 5 (more than 3 years of research experience).

Research match. Faculty were asked about the importance of the applicant matching them by using this question: “How important is it that applicants (whether they have a bachelor's or master's degree) have research experience in your area of expertise or an area that complements your research?” Faculty were asked to use the following scale: 1 (*not important*), 2 (*a little important*), 3 (*somewhat important*), 4 (*important*), and 5 (*very important*).

Independent research experience. Faculty were asked about the importance of applicants having independent research experience using this question: “How important is it that applicants (whether they have a bachelor's or master's degree) have independent research experience (i.e., a thesis or first author publication)?” Faculty were asked to use the following scale: 1 (*not important*), 2 (*a little important*), 3 (*somewhat important*), 4 (*important*), and 5 (*very important*).

Results

We used one-way Analyses of Variance to evaluate

our hypotheses. Our first hypothesis was supported, $F(6, 758) = 22.13, p < .001, \eta^2 = .14$. We found that faculty from PhD programs in psychology departments and higher ranked programs rated research experience as more important. See Figure 1 for a visual representation of the data. Post-hoc analyses, using Scheffé's test, showed that Tier 1 PhD programs in psychology departments and Tier 4 PhD programs in psychology departments were statistically different ($p = .04$). Tier 1–4 PhD programs in psychology departments were significantly different than the PhD/EdD programs in education departments ($p < .001$). Tier 1, 2, and 3 PhD programs in psychology departments were statistically different from the master's programs in psychology departments ($p < .002$ or lower).

Our second hypothesis was supported, $F(6, 758) = 22.67, p < .001, \eta^2 = .15$. Faculty from PhD programs in psychology departments and higher ranked programs expected applicants to have more research experience. See Figure 1. Post-hoc analyses, using Scheffé's test, showed that Tier 1 PhD programs in psychology departments significantly differed from Tier 4 PhD programs in psychology departments ($p = .045$), PsyD programs ($p = .007$), and PhD/EdD programs in education departments ($p < .001$). Tier 2, 3, and 4 PhD programs in psychology departments also significantly differed from the PhD/EdD programs in education ($p < .001$) and master's programs in psychology departments ($p = .015$ or lower).

Our third hypothesis was supported, $F(6, 755) = 15.86, p < .001, \eta^2 = .11$. Faculty from PhD programs in psychology departments and higher ranked programs expected more of a match between their research and applicants' research experience. See Figure 1. Post-hoc analyses, using Scheffé's test, showed that Tier 1 and Tier 2 PhD programs in psychology departments significantly differed from Tier 4 PhD programs in psychology departments ($p = .013$ or lower). Tier 1 PhD programs in psychology departments also significantly differed from the PsyD programs ($p = .048$). Tier 1, Tier 2, and Tier 3 PhD programs in psychology departments differed from PhD/EdDs from education departments ($p = .017$ or lower), and master's programs in psychology departments ($p < .001$).

Our fourth hypothesis was supported, $F(6, 756) = 13.40, p < .001, \eta^2 = .10$. Faculty from PhD programs in psychology departments and higher ranked programs expected to see more independent research experience from applicants. See Figure 1. Post-hoc analyses, using Scheffé's test,

FIGURE 1

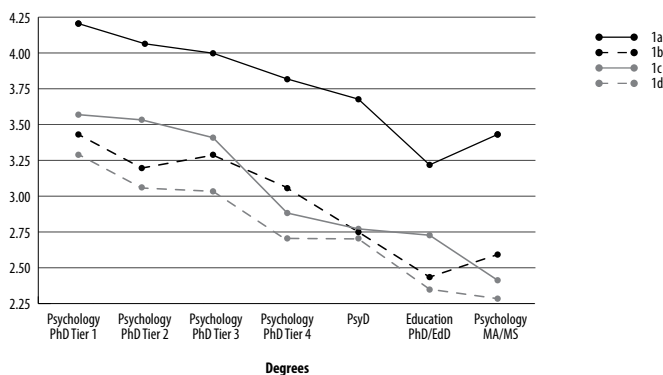


Figure 1a. Mean differences for ratings of research importance from faculty representing different types of degree programs. The total number of participants was 765 with 224 representing psychology PhD tier 1, 108 representing psychology PhD tier 2, 95 representing psychology PhD tier 3, 105 representing psychology PhD tier 4, 32 representing PsyD, 99 representing education PhD and EdD, and 102 representing master's in Psychology.

Figure 1b. Mean differences for ratings of the amount of research expected from faculty representing different types of degree programs. The total number of participants was 765 with 224 representing psychology PhD tier 1, 108 representing psychology PhD tier 2, 95 representing psychology PhD tier 3, 105 representing psychology PhD tier 4, 32 representing PsyD, 99 representing education PhD and EdD, and 102 representing master's in Psychology.

Figure 1c. Mean differences for ratings of importance of research match from faculty representing different types of degree programs. The total number of participants was 762 with 224 representing psychology PhD tier 1, 108 representing psychology PhD tier 2, 95 representing psychology PhD tier 3, 103 representing psychology PhD tier 4, 31 representing PsyD, 99 representing education PhD and EdD, and 102 representing master's in Psychology.

Figure 1d. Mean differences for ratings of importance of independent research experience from faculty representing different types of degree programs. The total number of participants was 763 with 224 representing psychology PhD tier 1, 107 representing psychology PhD tier 2, 95 representing psychology PhD tier 3, 104 representing psychology PhD tier 4, 32 representing PsyD, 99 representing education PhD and EdD, and 102 representing master's in Psychology.

showed that Tier 1 PhD programs in psychology departments differed from Tier 4 ($p = .017$). Tier 1, Tier 2, and Tier 3 PhD programs in psychology departments differed from the PhD/EdD programs in education departments ($p \leq .008$) and the master's programs in psychology departments ($p = .005$ or lower).

We also evaluated the subfields within PhD programs in psychology and education departments. We used the following subfields: clinical psychology, cognitive psychology, counseling psychology, developmental psychology, educational psychology, industrial/organizational psychology, neuroscience, school psychology, social psychology, and quantitative psychology. However, we recognize that more fields are becoming interdisciplinary and therefore these categories may be somewhat artificial. A few of the participants listed working in two areas (e.g., clinical and neuroscience), so they were not included. We also did not analyze subfields that had less than 15 participants. Those included community psychology, evolutionary psychology, experimental psychology, forensic psychology, health psychology, human factors, and personality psychology. We did keep quantitative psychology with only 18 respondents and recognize that the sample size is somewhat low for that subfield.

Our fifth hypothesis was partially supported because we found that faculty in clinical PhD psychology programs only rated research importance as higher than a few of the other subfields, $F(9, 558) = 5.96$, $p < .001$, $\eta^2 = .11$. Post-hoc analyses, using Scheffé's test, revealed that faculty from clinical programs rated research experience as more important than faculty in counseling psychology ($p = .02$) and school psychology ($p < .001$), but clinical psychology was not significantly different from the other subfields. See Figure 1. It was interesting to find that average ratings for all of the subfields was 3.95 ($SD = 0.84$), which indicates that the disciplines overall think research experience is *important* when making admissions decisions. Many of our respondents reinforced this by writing about how important this is to them in the comment section of the survey. When we took out the programs typically from education departments (i.e., counseling psychology, educational psychology, and school psychology) and recalculated the mean, we found that number increased to 4.07 ($SD = 0.85$) meaning that faculty from psychology departments thought research was *important* and some thought *it mattered the most*.

Our sixth hypothesis was partially supported because we found that faculty in PhD clinical

psychology programs only had higher expectations for the amount of research experience than a few of the other subfields, $F(9, 559) = 9.60$, $p < .001$, $\eta^2 = .17$. Post-hoc analyses, using Scheffé's test, revealed that faculty from clinical programs rated the amount of research experience as more important than faculty in counseling psychology ($p < .001$), educational psychology ($p < .001$), and school psychology ($p < .001$), but the other subfields were not significantly different. See Figure 2. When we looked at how the faculty in the subfields rated the amount of research expected, we found the average to be 3.19 ($SD = 0.85$) for all of the disciplines, meaning that at least *a year* of research experience was expected from applicants across disciplines. When we took out the programs typically from education departments (i.e., counseling psychology, educational psychology, and school psychology), we found that number increased to 3.33 ($SD = 0.83$), meaning that many of the faculty expect *a year* of

FIGURE 2

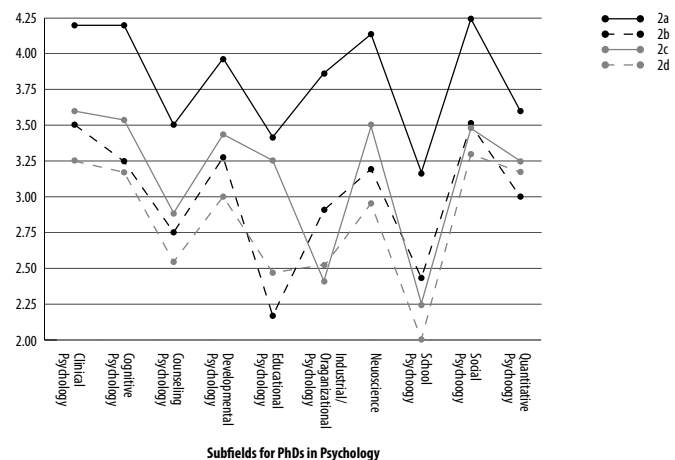


Figure 2a. Mean differences for ratings of research importance as evaluated from faculty representing different subfields for PhDs in psychology. The total number of participants was 568 with 147 in clinical psychology, 66 in cognitive psychology, 45 in counseling psychology, 82 in developmental psychology, 23 in educational psychology, 35 in industrial/organizational psychology, 55 in neuroscience, 27 in school psychology, 70 in social psychology, and 18 in quantitative psychology.

Figure 2b. Mean differences of the amount of research expected from faculty representing different subfields for PhDs in psychology. The total number of participants was 569 with 147 in clinical psychology, 67 in cognitive psychology, 45 in counseling psychology, 82 in developmental psychology, 23 in educational psychology, 35 in industrial/organizational psychology, 55 in neuroscience, 27 in school psychology, 70 in social psychology, and 18 in quantitative psychology.

Figure 2c. Mean differences for ratings of importance of research match from faculty representing different subfields for PhDs in psychology. The total number of participants was 568 with 147 in clinical psychology, 67 in cognitive psychology, 45 in counseling psychology, 82 in developmental psychology, 23 in educational psychology, 35 in industrial/organizational psychology, 55 in neuroscience, 27 in school psychology, 69 in social psychology, and 18 in quantitative psychology.

Figure 2d. Mean differences for ratings of importance of independent research experience from faculty representing different subfields for PhDs in psychology. The total number of participants was 567 with 147 in clinical psychology, 66 in cognitive psychology, 45 in counseling psychology, 82 in developmental psychology, 23 in educational psychology, 35 in industrial/organizational psychology, 55 in neuroscience, 27 in school psychology, 69 in social psychology, and 18 in quantitative psychology.

research experience, but some expected 2–3 years of research experience.

Our seventh hypothesis was partially supported because we found that faculty in PhD clinical psychology programs only had higher expectations for matching than a few of the other subfields, $F(9, 559) = 11.47, p < .001, \eta^2 = .12$. Post-hoc analyses, using Scheffé's test, showed that faculty from clinical programs rated the research match as more important than faculty in counseling psychology ($p = .47$), industrial/organizational psychology ($p < .001$), and school psychology ($p < .001$). See Figure 2. The faculty in the subfields rated their expectations for applicants matching their research interests with their research experience as 3.33 ($SD = 1.23$), meaning that they felt this was *somewhat important* or *important*. When we took out the programs typically from education departments (i.e., counseling psychology, educational psychology, and school psychology), we found that number increased to 3.45 ($SD = 1.22$).

Our eighth hypothesis was partially supported because we found that faculty in PhD clinical psychology programs only had higher expectations for independent research experience than one other subfield, $F(9, 557) = 7.64, p < .001, \eta^2 = .08$. Post-hoc analyses, using Scheffé's test, revealed that faculty from clinical programs rated their expectations for independent research as more important than faculty in school psychology ($p = .004$). See Figure 2. The faculty from all of the subfields reported their expectations for applicants having conducted independent research as 2.98 ($SD = 1.22$), meaning that they felt it was *somewhat important*. When we took out the programs typically from education departments (i.e., counseling psychology, educational psychology, school psychology), we found that number increased to 3.11 ($SD = 1.21$).

Discussion

Our first four hypotheses were supported. We found that faculty from PhD programs in psychology departments and higher ranked programs rated research experience as more important, they expected applicants to have more research experience, they expected more of a match between their research and applicants' research experience, and they expected to see more independent research experience from applicants. This tells us that, when applicants are looking at the various types of degrees, they should make sure their research experience (i.e., the amount of research, the research match, and independent research) fit

the expectations of the faculty in those programs.

We also evaluated the subfields of psychology PhD programs. Those hypotheses were partially supported. Overall, we only found a few differences in expectations from the faculty in clinical psychology PhD programs as compared to faculty in other subdisciplines for seeing research experience as more important, expecting applicants to have more research experience, expecting more of a match between their research and applicants' research experience, and expecting to see more independent research experience from applicants. The differences were mostly found from programs that are traditionally housed in education departments (i.e., counseling psychology, educational psychology, school psychology) and, when those programs were removed, the mean expectations went up for each category. We also found that clinical psychology programs significantly differed from those in industrial/organizational psychology programs when it came to matching research interests. This makes sense because many schools do not have industrial/organizational psychology faculty because it is a small subfield, so students are not exposed to those areas and do not have opportunities to conduct research in those specific areas. Therefore, when applicants apply to those graduate programs, they may not have had research experience in the faculty's area of interest. Knowing their typical applicant pool, faculty in industrial/organizational psychology might have considered this when answering the question about match.

Many of the participants who took our survey added comments about how they select applicants for their programs. They explained that, after an applicant meets the standard criteria and has been deemed to have a strong research background, faculty often differ on what they look for. Several of the respondents felt strongly that applicants should know that it is wise to apply to multiple programs because it is hard for applicants to predict what a professor will be looking for in applicants. Many of the survey participants noted that, when it comes to the final group of applicants being considered, they know that all of the applicants could be successful, but they have to select someone and often that is done by going with a general feeling about the applicant's fit with the program. Many of the survey participants said that personality of the applicant was their deciding factor. Personality traits often mentioned were: maturity, ability to handle stress, curiosity, grit, a growth mindset, ability to

take criticism, independence, time management, commitment, sense of humor, being a team player, being polite, diligence, initiative-taking, resilience, conscientiousness, motivation, humility, and an ability to take direction. One other participant noted two other factors that students often do not consider. First, the criteria for many faculty changes from year to year according to the type of student they perceive their lab needs. Second, the quality of the applicant pool in a particular year can affect whether or not an applicant is accepted. The respondent added that some years programs receive many more strong applicants than other years. For those years, some very talented applicants are rejected.

In conclusion, our results support that undergraduate research is important to faculty when accepting graduate students and especially for those in PhD programs and higher ranked programs, as well as those in PhD psychology subfields housed in psychology departments. This information should help applicants to make more informed choices when selecting graduate programs to apply to.

References

- Adamés, H. Y. (2008). An overview of the field of psychology. In A. C. Kracen and I. J. Wallace (Eds.), *Applying to graduate school in psychology: Advice from successful students and prominent psychologists* (pp. 18–19). Washington DC: American Psychological Association.
- Alderton, E., & Manzi, M. (2017). Engaging students: An authentic undergraduate research experience. *Professional Educator*, 42, 1–13. Retrieved from <http://wp.auburn.edu/educate/archives/>
- American Psychological Association. (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology* (2nd ed.). Washington, DC: Author.
- American Psychological Association. (2018). *Graduate study in psychology* (2018 edition). Washington, DC: Author.
- Brannan, D. (2018, Winter). Publishing research: Why you should think of our journal first. *Eye on Psi Chi*, 22(2), 12–13. <https://doi.org/10.24839/2164-9812.Eye22.2.12>
- Brihl, D. S., & Wasieleski, D. T. (2004). A survey of master's-level psychology programs: Admissions criteria and program policies. *Teaching of Psychology*, 31, 252–256. https://doi.org/10.1207/s15328023top3104_5
- Buskist, W., & Sherburne, T. R. (2007). *Preparing for graduate study in psychology: 101 questions and answers*. Malden, MA: Blackwell.
- Collins, L. H. (2001, Winter). Does research experience make a significant difference in graduate admissions? *Eye on Psi Chi*, 5(2), 26–28. Retrieved from <https://www.psichi.org/page/052EyeWin01cCollins>
- Council of University Directors of Clinical Psychology. (2017). *Getting into clinical psych grad school*. Retrieved from <http://clinicalpsychgradschool.org/aptip.php>
- Cynkar, A. (2018, November). Clinch your graduate school acceptance. *gradPSYCH*, 5(4). Retrieved from <http://www.apa.org/gradpsych/2007/11/cover-acceptance.aspx>
- Dunn, D. S., & Halonen, J. S. (2016). *The psychology major's companion: Everything you need to know to get where you want to go*. New York, NY: Worth.
- Huss, M. T., Randall, B. A., Patry, M., Davis, S. F., & Hansen, D. J. (2002). Factors influencing self-rated preparedness for graduate school: A survey of graduate students. *Teaching of Psychology*, 29, 275–281. https://doi.org/10.1207/S15328023TOP2904_03
- Keith-Spiegel, P., Tabachnick, B. G., & Spiegel, G. B. (1994). When demand exceeds supply: Second-order criteria used by graduate school selection committees. *Teaching of Psychology*, 21, 79–81. https://doi.org/10.1207/s15328023top2102_3
- Keith-Spiegel, P., & Wiederman, M. W. (2000). *The complete guide to graduate school admission: Psychology, counseling, and related professions*. Mahwah, NJ: Psychology Press.
- Landrum, R. E., & Davis, S. F. (2010). *The psychology major: Career options and strategies for success*. Boston, MA: Prentice Hall.
- Leary, M. (n.d.). *Applying to graduate school in psychology*. Retrieved from <https://psychandneuro.duke.edu/undergraduate/current/graduate-school-advice>
- Love, K. M., Bahner, A. D., Jones, L. N., & Nilsson, J. E. (2007). An investigation of early research experience and research self-efficacy. *Professional Psychology: Research and Practice*, 41, 314–320. <https://doi.org/10.1037/0735-7028.38.3.314>
- McDonough, I. (2000, Fall). Investment potential: What graduate schools look for in applicants. *Association for Psychological Science Undergraduate Update*. Retrieved from https://www.psychologicalscience.org/members/apssc/undergraduate_update/fall-2010/investment-potential-what-graduate-schools-look-for-in-applicants
- Morgan, B. L., & Korschgen, A. J. (2009). *Majoring in psych? Career options for psychology undergraduates*. Boston, MA: Pearson Allyn & Bacon.
- Munsey, C. (2007, November). What do graduate programs look for in clinical applicants? *gradPSYCH*, 5(4). Retrieved from <http://www.apa.org/gradpsych/2007/11/cover-gradprograms.aspx>
- Nelson, J. K., & Coorrough, C. (1994). Content analysis of the PhD versus EdD dissertation. *The Journal of Experimental Education*, 62, 158–168. <https://doi.org/10.1080/00220973.1994.9943837>
- Novacek, D. M. (2016, November). How to get in: Applying to psychology grad school. *Association for Psychological Science Observer*, 29(9). Retrieved from <https://www.psychologicalscience.org/observer/how-to-get-in-applying-to-psychology-grad-school>
- Prinstein, M. (2017). *Mitch's uncensored advice for applying to graduate school in clinical psychology*. Retrieved from <http://mitch.web.unc.edu/files/2017/02/MitchGradSchoolAdvice.pdf>
- Privitera, G. J. (2014). *Getting into graduate school: A comprehensive guide for psychology and the behavioral sciences*. Thousand Oaks, CA: Sage.
- Sanders, C. E., & Landrum, R. E. (2012). The graduate school application process: What our students report they know. *Teaching of Psychology*, 39, 128–132. <https://doi.org/10.1177/0098628312437697>
- Schultheiss, D. P. (2008). *Psychology as a major: Is it right for me and what can I do with my degree?* Washington, DC: American Psychological Association.
- Seligman, A. I. (2012). *Is graduate school really for you? The whos, whats, hows, and whys of pursuing a Master's or Ph.D.* Baltimore, MD: Johns Hopkins University Press.
- Silvia, P. J., Delaney, P. F., & Marcovitch, S. (2017). *What psychology majors could (and should) be doing: An informal guide to research experience and professional skills* (2nd ed.). Washington, DC: American Psychological Association.
- US News and World Report. (2018). *Best psychology schools*. Retrieved from <https://www.usnews.com/best-graduate-schools/top-humanities-schools/psychology-rankings>
- Walfish, S., & Hess, A. K. (2001). *Succeeding in graduate school: A career guide for psychology students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wegenek, A. R., & Buskist, W. (2010). *The insider's guide to the psychology major: Everything you need to know about the degree and profession*. Washington, DC: American Psychological Association.

Author Note. Jennifer L. Hughes, Department of Psychology, Agnes Scott College and Associate Editor for the *Psi Chi Journal of Psychological Research*; Mengyao Li, Erika R. McDonnell, and Elizabeth V. Engsborg, Agnes Scott College; and Cheyenne S. Goss, Georgia State University.

We would like to thank the professors who volunteered to take our survey.

Correspondence concerning this article should be addressed to Jennifer L. Hughes, Department of Psychology, 141 E. College Ave., Agnes Scott College, Decatur, GA 30030. E-mail: jhughes@agnesscott.edu

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

Psi Chi Journal of Psychological Research: Reviewers for Volume 23

We sincerely appreciate the hard work on the part of the following individuals who each completed at least one review in 2018. Without the assistance of such dedicated professionals, *Psi Chi Journal* would not be able to function.—Debi Brannan (Editor)

Leslie D. Cramblet Alvarez
Adams State University

Kathryn B. Anderson
Our Lady of the Lake University

Robin A. Anderson
St. Ambrose University

Glena Lynne Andrews
George Fox University

Lara K. Ault
Saint Leo University

Ruth L. Ault
Davidson College

Erin Ayala
St. Mary's University of Minnesota

Mario Baldassari
St. Mary's University

Angela Banitt Duncan
Washburn University

Jonathan F. Bassett
Lander University

Daniel W. Barrett
Western Connecticut State University

Mark E. Basham
Regis University

Jonathan F. Bassett
Lander University

Susan E. Becker
Colorado Mesa University

Barbara Blatchley
Agnes Scott College

Kosha D. Bramesfeld
Humber College

Scott R. Brandhorst
Southeast Missouri State University

Sheila Brownlow
Catawba College

Brittany Canfield
California Southern University

Mary Jo Carnot
Chadron State College

Bradley James Caskey
Birmingham–Southern College

Shawn R. Charlton
University of Central Arkansas

Erin Colbert-White
University of Puget Sound

Kimberley Cox
Walden University

Sarah Cronin
Bemidji State University

Grace Deason
University of Wisconsin - La Crosse

Teddi S. Deka
Missouri Western State University

Fabiana DesRosiers
Dominican College

Kristen Ann Diliberto-Macaluso
Berry College

Martin J. Downing
Public Health Solutions

Gregory S. Drury
Stephen F. Austin State University

Leslie G. Eaton
*State University of New York
at Cortland*

Jorie H. Edwards
*Southwestern Oklahoma State
University*

Shlomit Flaisher-Grinberg
Saint Francis University

Tifani Fletcher
West Liberty University

Azenett A. Garza Caballero
Weber State University

Rebecca Gilbertson
University of Minnesota Duluth

Rupa Gordon
Augustana College

Allyson S. Graf
Elmira College

Heather A. Haas
University of Montana Western

Jonathan J. Hammersley
Western Illinois University

Georgina S. Hammock
Georgia Regents University

Thomas Fredrick Harlow
Tusculum College

Elizabeth A. Harwood
Rivier University

Karen Yvette Holmes
Norfolk State University

Marya T. Howell-Carter
Farmingdale State College

Robert Hymes
University of Michigan-Dearborn

Fanli Jia
Seton Hall University

Nancy Davis Johnson
Queens University of Charlotte

Marla Johnston
Farmingdale State College

Nancy J. Karlin
University of Northern Colorado

Jennifer Katz
*State University of New York
at Geneseo*

Emily Keener
Slippery Rock University

Allen Hayward Keniston
University of Wisconsin–Eau Claire

Jackie Kibler
Northwest Missouri State University

Camille Tessitore King
Stetson University

Casey Knifsend
*California State University,
Sacramento*

Laura B. Koenig
Kutztown University

Penny Koontz
Marshall University

David S. Kreiner
University of Central Missouri

Stella G. Lopez
University of Texas at San Antonio

Charles A. Lyons
Eastern Oregon University

Pam Marek
Kennesaw State University

Maureen Ann McCarthy
Kennesaw State University

Tammy McClain
West Liberty University

Julie Guay McIntyre
Russell Sage College

**Albee Therese Ongsuko
Mendoza**
Wesley College

Tara Mitchell
Lock Haven University

Michiko Nohrara-LeClair
Lindenwood University

Valerie Perez
Wesley College

Marilyn Petro
Nebraska Wesleyan University

Lindsay A. Phillips
Albright College

Dee Posey
Washington State University

Tracy M. Powell
Western Oregon University

Jessica D. Rhodes
Westminster College

Aaron S. Richmond
*Metropolitan State University
of Denver*

Lisa Rosen
Texas Woman's University

Steven V. Rouse
Pepperdine University

Michael Kieth Russell
Washburn University

David A. Saarnio
Arkansas State University

Nicholas Salter
Ramapo College of New Jersey

Donald Saucier
Kansas State University

Lauren Fruh VanSickle Scharff
U. S. Air Force Academy

Pamela Schuetz
Buffalo State College

Carl W. Scott
University of St. Thomas

Elizabeth E. Seebach
*Saint Mary's University
of Minnesota*

Katharine S. Shaffer
University of Baltimore

Connie Shears
Chapman University

Paul C. Smith
Alverno College

Fernanda Sofio Woolcott
Princeton University

Tammy L. Sonnentag
Xavier University

Debra C. Steckler
University of Mary Washington

Crystal N. Steltenpohl
University of Southern Indiana

Rebecca M. Stoddart
Saint Mary's College

Maggie L. Syme
San Diego State University

Kimberli R.H. Treadwell
University of Connecticut

Dunja Trunk
Bloomfield College

Mary Utley
Drury University

Jennifer Van Reet
Providence College

Scott VanderStoep
Hope College

Allison A. Vaughn
San Diego State University

Wayne Wilkinson
Arkansas State University

J. Austin Williamson
Augustana College

William D. Woody
University of Northern Colorado

Bill Wozniak
University of Nebraska at Kearney

Robert R. Wright
Brigham Young University–Idaho

Xiaomeng (Mona) Xu
Idaho State University

Evan L. Zucker
Loyola University New Orleans

SPRING 2019

**PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH**



BALL STATE UNIVERSITY

Teachers College
Department of Educational
Psychology

Find your **career.**

Eight graduate degree programs and four certificates in **Educational Psychology**

PhD in Educational Psychology

Engage in the science of learning. Prepare for a career where you can use your knowledge of human learning and development to help shape the school environment and public policy. Core program areas include learning, motivation, and research design.

MS or MA in Educational Psychology*

Broaden your ability to apply psychological principles to a variety of professional contexts or prepare for your future doctorate in social science.

MS in Quantitative Psychology*

Do you like numbers, statistics, and social science? Prepare for a career in research, assessment, and data analysis. Develop proficiency in advanced statistical techniques, measurement theory, and data analytics.

PhD in School Psychology (five-year program)

Prepare for a career as a licensed psychologist. Gain competencies in health service psychology to work in schools, private practice, or hospital settings. Accredited by the American Psychological Association (APA)** and approved by the National Association of School Psychologists (NASP). Scientist-practitioner model with advocacy elements. Specializations available.

MA/EdS in School Psychology (three-year program)

Be immersed in community engaged, real-world field experiences and intervention opportunities in our scientist-practitioner-advocate program. Leads to licensure as a school psychologist. Approved by NASP and the National Council for Accreditation of Teacher Education (NCATE).

MA in School Counseling (two-year program)

Be a leader and advocate for educational equity for all students in PK-12 schools. Leads to licensure as a school counselor. Accredited by the Council for



Accreditation of Counseling and Related Educational Programs (CACREP) and nationally recognized by The Education Trust as a Transforming School Counseling program.

Certificates

High Ability/Gifted Studies,* Human Development and Learning,* Identity and Leadership Development for Counselors,* Neuropsychology*

Graduate assistantships and tuition waivers are available.

bsu.edu/edpsy

*Online programs are available.

**Questions related to the PhD in school psychology's accreditation status should be directed to the Office of Program Consultation and Accreditation, American Psychological Association, 750 First St. NE, Washington, D.C. 20002; (202) 336-5979; apaaccred@apa.org; or apa.org/ed/accreditation.

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community. Ball State wants its programs and services to be accessible to all people. For information about access and accommodations, please call the Office of Disability Services at 765-285-5293; go through Relay Indiana for deaf or hard-of-hearing individuals (relayindiana.com or 877-446-8772); or visit bsu.edu/disabilityservices. 582418-18 mc

CENTRAL CONNECTICUT STATE UNIVERSITY



Master of Arts in Psychology

A Master's degree in psychology can lead to a new or more rewarding career in health & human services or a doctorate.

Featuring flexible program scheduling, CCSU's MA in Psychology offers three tracks

General Psychology

Highly flexible and tailored to students' particular interests, the graduate program in General Psychology prepares graduates for careers in human services or further graduate study.

Community Psychology

The program in Community Psychology prepares students to be active practitioners in prevention and community-based research. You can take the lead in developing and implementing interventions against the onset of substance abuse, interpersonal violence, and depression.

Health Psychology

The only program of its kind in New England, the program in Health Psychology enables students to deeply understand biological, behavioral, and social factors in health and illness and to develop interventions fostering health.

Graduate Studies at Central
Connecticut State University



Affordable, Accessible, Excellent

To learn more and apply: www.ccsu.edu/grad

WE ARE ALSO EXCITED TO ANNOUNCE A NEW GRADUATE CERTIFICATE PROGRAM IN GERONTOLOGY!

$$\text{p(sic)} + \text{c(hi)} = \Psi \quad \text{April 8-12, 2019}$$

UNDERGRADUATE RESEARCH WEEK

Can't Get Enough Research Experience?

This year, we are excited to announce Psi Chi's second annual Undergraduate Research Week. Mark April 8-12 on your calendar, and tell other students and faculty members to do the same.

All week long, this year's event will feature webinars, resources to help you conduct quality research, and opportunities to share your professional presentation experiences. The full program will be available soon at <https://www.psichi.org/blogpost/987366/318897/>

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

Gain Valuable Research Experience With Psi Chi!

Students and faculty are invited to visit Psi Chi's free Conducting Research online resource at www.psichi.org/page/ConductingResearch. Here are three ways to get involved:

Join a Collaborative Research Project

www.psichi.org/page/Res_Opps

With Psi Chi's Network for International Collaborative Exchange (NICE), you can join the CROWD and answer a common research question with researchers internationally. You can also CONNECT with a network of researchers open to collaboration.

Recruit Online Participants for Your Studies

www.psichi.org/page/study_links

Psi Chi is dedicated to helping members find participants to their online research studies. Submit a title and a brief description of your online studies to our Post a Study Tool. We regularly encourage our members to participate in all listed studies.

Explore Our Research Measures Database

www.psichi.org/page/researchlinksdesc

This database links to various websites featuring research measures, tools, and instruments. You can search for relevant materials by category or keyword. If you know of additional resources that could be added, please contact research.director@psichi.org

ADVERTISEMENT

Become a Journal Reviewer!

Doctoral-level faculty in psychology and related fields, are you *passionate about educating others* on conducting and reporting quality empirical research? If so, we invite you to become a reviewer for *Psi Chi Journal of Psychological Research*.

Our editorial team is uniquely dedicated to mentorship and promoting professional development of our authors—*Please join us!*

To become a reviewer, contact
Debi.Brannan@psichi.org

Already a reviewer? Consider inviting other faculty at your institution to join our outstanding reviewer team.



PSI CHI

INTERNATIONAL
HONOR SOCIETY
IN PSYCHOLOGY



SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH

PSI CHI Advertising Contract: *Psi Chi Journal*

CLIENT INFORMATION

Advertiser

Contact Name

Address | Street or P.O. Box

City | State | Zip | Country

Phone (daytime)

E-mail

Submitted by

Authorized Signature

Please read our Privacy Policy at <https://www.psichi.org/general/custom.asp?page=PrivacyPolicy>

DIGITAL PUBLICATION

Issue

☐ Spring _____
(deadline Jan 31)
online Feb 22

☐ Summer _____
(deadline April 15)
online May 17

☐ Fall _____
(deadline Sept 3)
online Sept 28

☐ Winter _____
(deadline Nov 15)
online Dec 14

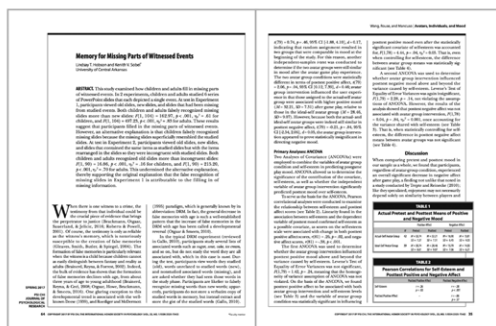
Size/Dimensions

☐ Full page (no bleed)
6 5/8" x 9 1/4"

Cost: \$400
Black & White only

☐ Half page (horizontal)
6 5/8" x 4 1/2"

Cost: \$275
Black & White only



OUR JOURNAL

Advertising in *Psi Chi Journal* allows you to connect with established psychology researchers and mentors, as well as undergraduates and graduate students striving to build a career in one of the many areas of research. People regularly visit our journal online to

- view current and past issues,
- submit their research for publication,
- learn about reviewing for *Psi Chi Journal*, and
- share invited editorials as teaching tools in the classroom.

All issues and advertisements are permanently free online to both members and nonmembers alike. During the 2017–18 fiscal year, psichi.org received almost **1.5 million page views**, ensuring that high-achieving students and professionals will see your content for years to come.

To further enhance the visibility of our journal, latest issues and calls for submissions are regularly featured in *Psi Chi Digest* e-mails (**177,000+ subscribers**) and on our four social media platforms.

- Facebook (22,500+ followers)
- Twitter (4,700+ followers)
- LinkedIn (10,200+ followers)
- Instagram (1,000+ followers)

Articles are also indexed in PsycINFO, EBSCO, and Crossref databases—essential tools that researchers use to search for millions of psychology-related articles. This makes *Psi Chi Journal* a key place to communicate your message with our Professional Organization's **three quarters of a million lifetime members** and far beyond.

AD SPECIFICATIONS

Digital format: PDF, EPS, and TIFF
Resolution : 300 dpi | B&W line art—1,200 dpi
Black & white ads (no RGB or 4-color process)
PDF settings: Press quality, embed all fonts

DEADLINE/BILLING

Payment due upon receipt of invoice.

CONTACT

Submit contract by e-mail to
Susan Iles
Advertising Sales
Psi Chi Central Office
E-mail: susan.iles@psichi.org
Phone: 423-771-9964

See past issues of *Psi Chi Journal of Psychological Research* at http://www.psichi.org/?journal_past

SPRING 2019

PSI CHI
JOURNAL OF
PSYCHOLOGICAL
RESEARCH



All advertisements must be scholarly and professional in nature, and *Psi Chi* reserves the right to reject (or cancel) any ads that are not in the best interest of the Organization or consistent with the Society's mission.

ADV-JN-DG (7-2018)



Publish Your Research in *Psi Chi Journal*

Undergraduate, graduate, and faculty submissions are welcome year round. Only the first author is required to be a Psi Chi member. All submissions are free. Reasons to submit include

- a unique, doctoral-level, peer-review process
- indexing in PsycINFO, EBSCO, and Crossref databases
- free access of all articles at psichi.org
- our efficient online submissions portal

View Submission Guidelines and submit your research at www.psichi.org/?page=JN_Submissions

Become a Journal Reviewer

Doctoral-level faculty in psychology and related fields who are passionate about educating others on conducting and reporting quality empirical research are invited become reviewers for *Psi Chi Journal*. Our editorial team is uniquely dedicated to mentorship and promoting professional development of our authors—Please join us!

To become a reviewer, visit www.psichi.org/page/JN_BecomeARviewer

Resources for Student Research

Looking for solid examples of student manuscripts and educational editorials about conducting psychological research? Download as many free articles to share in your classrooms as you would like.

Search past issues, or articles by subject area or author at www.psichi.org/?journal_past

Add Our Journal to Your Library

Ask your librarian to store *Psi Chi Journal* issues in a database at your local institution. Librarians may also e-mail to request notifications when new issues are released.

Contact PsiChiJournal@psichi.org for more information.



Register an account:
<http://pcj.msubmit.net/cgi-bin/main.plex>

