



# Psychology Department

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## Undergraduate Handbook



**Tufts University**  
**490 Boston Ave.**  
**Medford, Massachusetts 02155**  
**617-627-3523**  
<http://ase.tufts.edu/psychology>

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See Departmental website for most up-to-date version

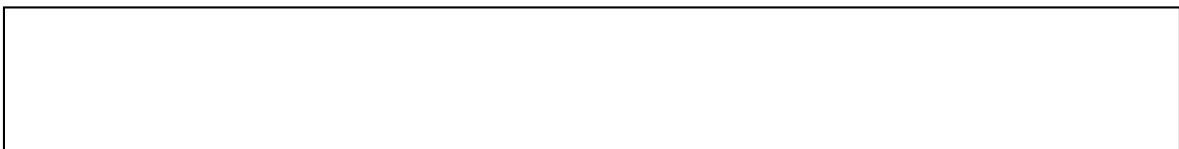


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Additional information and department forms can be found at our website:  
<http://ase.tufts.edu/psychology>

Congratulations on becoming or thinking of becoming a Psychology major. Psychology concerns the processes and principles of behavior. Increased understanding of oneself and others through the study of psychology is useful in almost any endeavor. The undergraduate psychology curriculum is diverse in order to reflect the breadth of the field, from the biological bases to the social determinants of behavior. Students gain general familiarity with psychology and have the option to emphasize specific areas in the field. Courses are geared toward the development of evaluative and analytic skills, which are indispensable to advanced study in experimental, clinical, and applied psychology. These skills, together with knowledge of the factors influencing individual and group behavior, are highly valuable for careers in such fields as public health, engineering, medicine, business, administration, law, politics, and education.

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## THE FACULTY

### Full Time

**Professor Phillip J. Holcomb, Chair** – Cognitive neuroscience  
**Professor Emily W. Bushnell** – Developmental psychology  
**Professor Richard A. Chechile** – Cognition, statistics  
**Professor Robert Cook** – Animal cognition  
**Professor Joseph F. DeBold** – Endocrinology and behavior  
**Assistant Professor Ariel Goldberg** – Cognition and language  
**Professor David W. Harder** – Clinical psychology  
**Professor Ray Jackendoff** – Linguistics and psychology of language  
**Professor Robin B. Kanarek** – John Wade Professor; Physiological psychology  
**Associate Professor Gina Kuperberg** – Cognitive and clinical neuroscience, psycholinguistics  
**Associate Professor Keith B. Maddox** – Social cognition  
**Professor Klaus A. Miczek** – Moses Hunt Professor of Psychology; Psychopharmacology  
**Senior Lecturer Sinaia B. Nathanson** – Social psychology  
**Professor Lisa M. Shin** – Clinical neuroscience  
**Associate Professor Samuel R. Sommers** – Social psychology, psychology & law  
**Professor Holly A. Taylor** – Cognition  
**Assistant Professor Ayanna Thomas** – Cognition, memory, aging  
**Associate Professor Heather L. Urry** – Affective neuroscience

### Part Time Lecturers

**Lecturer Carolyn Cohen** – Psychopharmacology  
**Lecturer Jack Fultz** – Sports psychology  
**Lecturer Deborah Greenwald** – Clinical psychology  
**Lecturer Robert Jampel** – Clinical psychology  
**Lecturer Grayson Kimball** – Statistics  
**Lecturer Harold Miller-Jacobs** – Industrial and organizational psychology

## REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY

Eleven courses distributed as follows:

1. Psychology 1;
2. one course from among Psychology 11, 12, 13, 14, 15, 17, and 18;
3. one course from among Psychology 25, 26, 27, 28, and 29;
4. Psychology 31 and 32;
5. one advanced lab course from among Psychology 36, 37, 38, 40, 41, 42, 45, 46, 48, and 49 (all of these courses have specific prerequisites);
6. two Psychology courses numbered above 100;
7. one other course offered by the Psychology Department;
8. and two approved courses in Related Fields (see pp. 8-9 of this handbook).

**NOTE:** Courses taken to fulfill the major (including Related Field) normally may not be taken pass-fail (PSY 99 is an exception when used as an elective). No more than two independent study courses (Psychology 91 and 92, 97 and 99, 191 and 192, 195, 197, and 198, 199; note that 181 and 182 are *not* independent study) may be counted toward the major. Only one of the two courses used to fulfill the 100-level requirement may be an independent study course. Also note that Tufts will award students 1 credit for PSY 25 *or* for PSY 103, but not separate credits for both courses due to their substantial overlap. At least six courses used towards the major must be taken at Tufts (or Tufts programs on other campuses). Biopsychology, Clinical Psychology, Cognitive & Brain Science, and Engineering Psychology majors may not double major in Psychology or any of the other departmental majors. Psychology majors may minor in Cognitive & Brain Science as long as five of the seven courses taken come from other departments.

### Course Placement and Substitutions

Students who score 4 or 5 on the AP test in psychology place into two-digit psychology courses and should not take Psychology 1. A score of 5 completely substitutes for Psychology 1 within the major, meaning that students need only 10 courses to complete the major. Students with an AP score of 4 need to take an additional psychology course for the major in lieu of Psychology 1. Successful completion of Child Development 1 is treated in the same manner: students may substitute CD 1 for PSY 1 for prerequisite purposes, but they must take an additional psychology course in order to reach the 11 courses required for the major.

Double majors in Psychology and Mathematics can take Math 162 (Statistics) instead of Psychology 31. The Department does not accept the Statistics AP as a substitute for Psychology 31. Students who are double majoring in Psychology and Economics can use Econ 13 (Economics Statistics) as a substitute for Psychology 31; these students should bear in mind that their stats course likely did not cover analysis of variance (ANOVA), a technique with which they will need to familiarize themselves before taking PSY 32 and the advanced lab. Biopsychology majors may use either BIO 132 or PSY 31 to fulfill their statistics requirement.

Students completing a Senior Honors Thesis may substitute it for the advanced lab course. A thesis completed in a different department may *not* be used in this manner. Note that using the

thesis to fulfill the advanced lab precludes a student from using it as a 100-level requirement. Also, the rule regarding no more than two independent study courses used towards the major still applies (though PSY 199 is a two-credit course, it only counts as one independent study course towards the major since it only fulfills one major requirement). In other words, students who use an honors thesis to fulfill the advanced lab may use PSY 191 as one of their 100-level courses or PSY 91 as their elective course, *but not both*. Thesis students should keep in mind that a subsequent decision to drop the thesis or to convert it to a non-PSY 199 independent study will leave them one course short of their major requirements. To be safe, students may wish to take an advanced lab in addition to their thesis; students are also encouraged to have an open conversation with their thesis advisor regarding their thesis progress before spring course registration. For more details regarding the Senior Honors Thesis, see p. 11.

Psychology majors can select either a Bachelor of Arts or Bachelor of Science degree (see below for more details regarding majoring in Biopsychology, Clinical Psychology, Cognitive & Brain Science, and Engineering Psychology). In recommending students for honors and awards, in addition to the general college requirements, the Psychology Department gives special attention to research experience. To graduate *summa cum laude*, the department requires that a student conduct independent research supervised or approved by a faculty member in the department.

### **Transfer of Credit**

To petition for credit for a course taken at another institution, students must access the Student Services WebCenter site and complete the transfer of credit request form. Students must be sure to provide all the information requested, including a link to the full course description and a syllabus (translated into English if necessary). Such requests often take a month to process and no action will be taken if the student does not provide all the information required by WebCenter. Courses taken for a grade in a non-Tufts program abroad can be counted towards the major with approval from the Transfer of Credit committee, as these are not technically pass-fail courses even though no grade is listed for them on a Tufts transcript. The Transfer of Credit committee will examine each request on an individual basis.

Barring extraordinary personal circumstances, transfer credit will not be approved for PSY 32 or the advanced lab; these courses must be taken at Tufts. Transfer of credit for PSY 31 will only be given if the statistics course was taken in a psychology department and included at least one week's coverage of ANOVA. A one-semester combination methods/statistics course does not cover either topic thoroughly enough to transfer as either PSY 31 or 32. For petitions to transfer a 100-level course, the committee examines the description, prerequisites, and syllabus to determine whether it is an upper-level class of seminar format with an appropriate reading list. Students who received course credit for an internship or research assistantship supervised by a psychology faculty member at another institution may apply to transfer that credit to Tufts.

Transfer of credit for a Related Field course must go through WebCenter and the department in question (for more details, see the Related Field section of this handbook). That is, if a student wishes to receive credit for a Biology course taken elsewhere, and to use that credit as a Related Field course, the student must use WebCenter to petition the Biology Department to approve the course as equivalent to one of the courses included on the Related Field list. Transfer requests for non-psychology courses will not be approved by our Department.

## **Psychology Courses as Distribution Requirements**

Most psychology courses count toward the social science distribution requirement. Exceptions are those which are considered natural sciences (Psychology 9, 25, 26, 27, 29, 32, 40, 41, 45, 46, 48, 49, 103, 104, 112, 123, 124, 127, 128, 129, 142, 146, 148, and 159) and those considered mathematical sciences (Psychology 31, 107, 108, 110 and 140). Please note that Tufts only allows two courses from any one department to count toward the distribution requirement. Therefore, if a student uses a Psychology course to count as a “math” course they would only be allowed to use one Psychology course for a “social science.”

## **FOUR ADDITIONAL MAJORS OFFERED BY THE DEPARTMENT**

The Psychology Department offers the following majors in order to fulfill specialized needs of some students. Faculty members associated with each major can provide further information.

### **Biopsychology**

Biopsychology is an interdepartmental major for students interested in neurobiology and behavior. Required are five courses in Biology and five in Psychology:

1. Cells and Organisms (Biology 13);
2. General Genetics (Biology 41);
3. Animal Behavior (Biology 130);
4. one course in animal physiology (chosen from among Biology 75, 110, 115, 116, and 134);
5. an elective in Biology;
6. Statistics (Psychology 31 or Biology 132);
7. Experimental Psychology (Psychology 32);
8. Brain and Behavior (Psychology 103);
9. and two electives from among Psychology 26, 27, 29, 40, 41, 42, 45, 46, 48, 49, 104, 112, 123, 124, 127, 128, 129, 142, 143, 146, 148, 154, and 159.

Majors are encouraged to elect an advanced laboratory course in either department. Independent research (Psychology 91, 92, 191, 192) is strongly encouraged, but cannot be used as an elective in this major. Students majoring in Biopsychology usually receive a Bachelor of Science degree. Consult Professors DeBold, Kanarek, or Miczek for details about this program. As detailed on p. 3 of this Handbook, students can earn 1 credit for PSY 25 or for PSY 103, but not separate credits for both courses. Biopsych majors who took PSY 25 before declaring their major should speak with their advisor about substituting an additional Psychology Biopsych elective for the PSY 103 requirement.

### **Clinical Psychology**

This major is intended for students interested in entering graduate, professional, or medical school in mental health or human services and/or wanting to work with psychiatric patients after graduation. Required courses are:

1. Psychology 1, 12, 31, 38, 71, 106, 181, and 182;
2. two electives in Psychology, one of which must be at the 100 level;
3. and two approved courses in Related Fields.

Students planning to continue on in clinical work will benefit from a course in physiological psychology or cognitive neuropsychology. Students majoring in Clinical Psychology typically receive a Bachelor of Arts degree. However, those students who take Experimental Psychology (Psychology 32) in addition to all of their Clinical Psychology requirements have the option to receive either a Bachelor of Arts or Bachelor of Science degree. For details about this major, consult Professors Harder, Kuperberg, Shin, or Urry.

### **Engineering Psychology**

Engineering Psychology is an interdisciplinary program offered jointly by the Departments of Engineering Design and Psychology. Engineering Psychology, more commonly called "Human Factors," applies knowledge of human behavior to the design of web sites, software, electronics and other equipment. Areas of application include the internet, computer systems, biomedical engineering, environmental design, and product design. The 15 required courses are:

1. Any one half-credit course in Introductory Engineering;
2. Engineering 2 (half-credit);
3. Engineering Science 2;
4. Engineering Psychology 61, 120, 161, and 162;
5. Mathematics 11 and 12
6. Physics 11 **OR** Computer Science 11
7. Psychology 1, 17, 31, 32, 53, and 130.

Students in the College of Engineering or Liberal Arts will receive the Bachelor of Science degree from their respective colleges after meeting the general requirements set by each college. For details about this major consult Professor Taylor.

### **Cognitive & Brain Science**

Cognitive and Brain Science is an inherently interdisciplinary area, drawing on psychology, neuroscience, linguistics, philosophy of mind, computer science, and biology. A Cognitive and Brain Science degree provides an excellent preparation for careers in the sciences, computer fields, health professions, law, and education. Requirements:

1. Psychology 9, 31, 32, and 64 (cross-listed as Philosophy 15);
2. Computer Science 11 (or AP credit) and 14;
3. one course from each of the following three groups:
  - a. Psychology 11, 25, 26, 27, 28, 29, 103; Child Development 51;
  - b. Computer Science 131;
  - c. Philosophy 3, 33; Psychology 65, 150, 151;
4. a total of four courses taken from at least two of the following groups:
  - a. Psychology 112, 118, 123, 124, 126, 127, 129, 131, 139, 140, 142, 144, 146, 148, 154;
  - b. Psychology 149; Child Development 155, 156, 195, 243;
  - c. Computer Science 80, 135, 150, 170, 171;
  - d. Philosophy 117, 126, 132, 133, 134;
5. Enrollment in Psychology 195 as a senior, which entails either completing an honors thesis in psychology, child development, computer science or philosophy, or completing a year-long research experience with a faculty member in one of these departments or with a faculty member in the neuroscience department at the medical school.

Students are encouraged, after consultation with their advisor, to augment the Cognitive & Brain Science major by taking electives in Psychology, Anthropology (150), Biology (13, 14, 116, 134), and Math (11, 12, 13, 150). Students majoring in Cognitive & Brain Science usually receive a Bachelor of Science degree. For details about this major, consult Professors Holcomb (Psychology), Jackendoff (Philosophy), or Souvaine (Computer Science).

A minor in Cognitive & Brain Science is also available. It requires 7 courses, at least 5 of which must be taken in a department different from the student's major. These courses for the minor are as follows:

1. Psychology 9
2. Computer Science 14 and/or Philosophy 15
3. Enrollment in Psychology 195 as a senior. Students minoring in Cognitive and Brain Sciences will be expected either to present a research paper or to participate as a Research Assistant in the presentation of research by a faculty member, a graduate student, or a senior.
4. Additional courses selected from at least 2 of the following groups:
  - a. Psychology 11, 25 or 103, 26, 27, 28, 29, 65, 124, 126, 129, 131, 139, 140, 142, 144, 146, 154;  
Child Development 51
  - b. Philosophy 3, 33, 38, 103, 111, 112, 113, 114, 117, 126, 133, 134, 186;  
Psychology 149; Child Development 155, 195; ED/ML/GER 114
  - c. Computer Science 80, 131, 135, 150, 170, 171

Other courses may be accepted towards the minor with advisor approval.

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## RELATED FIELD REQUIREMENT

As part of the 11 courses comprising the Psychology and the Clinical Psychology major requirements, 2 are Related Field courses approved by the Department. The intent of this requirement is to have the student explore, in some depth, at least one other academic discipline with theories or methods related to Psychology. Beginning level courses, such as those often used to meet Distribution requirements, do *not* count as Related Field courses. However, in a number of departments, a large array of advanced courses does count, as indicated below.

This list is revisited frequently and revisions are often made. Students may request a one-time exception to count a non-listed course as a Related Field credit by petitioning the Undergraduate Committee. Petitions must include a letter explaining why the course should be considered (using the criteria above), as well as a syllabus. The committee will examine the prerequisites that demonstrate that the course is beyond the beginning level, as well as the course's relationship to Psychology. Since most ExCollege courses do not have prerequisites, they rarely count as Related Field courses. Of course, Related Field courses must be taken for a grade to count towards the major.

To apply for transfer of credit for a Related Field course, students must go through WebCenter and specify a course from the list below. It is up to the department in question to approve this petition. In other words, if a student takes a course abroad that she believes is comparable to SOC 141, she must use WebCenter to petition the Tufts Sociology Department to approve credit for SOC 141. A non-specific Sociology credit is not sufficient; if that is all that Sociology will grant, the student must follow the above procedure for petitioning the Psychology Department regarding a non-listed Related Field course.

Extra Psychology courses (i.e., more than the required nine) cannot be substituted for Related Field courses. However, when a student minors or double majors in a department offering Related Field courses, courses may be used for both purposes, even though those courses are also counting toward a minor or another major. It is recommended, but not required, that both Related Field courses be taken in the same department. Some of the courses below are cross-listed in more than one department. As long as a course is listed below under any department, it counts toward the Related Field requirement regardless of the department in which the student actually registered for the course. However, any course that is cross-listed as a Psychology course is *not* eligible for Related Field credit. Finally, courses given a few years ago that are no longer listed in the current Tufts Bulletin are generally not found in the following list. Please consult your advisor if you took such a course that should count toward this requirement.

### RELATED FIELD COURSES

Anthropology:	110, 115, 118, 119, 120, 122, 124, 125, 126, 130, 132, 134, 135, 142, 145, 147, 148, 150, 160, 162, 164, 181, 182, 184
Archaeology:	49
Biology:	41, 75, 102, 103, 104, 105, 110, 115, 116, 130, 134, 142, 143, 152, 187
Chemistry:	51, 52, 135, 156, 157
Child Development:	51, 61, 62, 64, 85, 90, 120, 122, 124, 125, 144, 145, 151, 152, 153, 154, 155, 156, 157, 158, 160, 161, 162, 163, 164, 166, 167, 168, 170, 174, 176, 177, 178, 179, 180, 181, 182, 183, 188, 190, 191, 192, 193, 195, 197
Civil & Environ Eng:	137, 151, 152, 154, 158, 164, 167, 173

Classics:	146
Community Health:	104, 106, 107, 182, 183, 185, 186
Computer Science:	15, 20, 40, 80, 106, 111, 126, 131, 171, 175
Economics:	24, 48 (previously listed as 25), 127, 144, 170, 175, 179
Education:	130, 140, 142, 144, 146, 160, 161, 162, 163, 164, 165, 167, 182, 186
Electrical Engineering:	50, 100, 102, 105, 106, 107, 108, 109, 110, 126, 128, 133
Engineering Science:	50, 101, 118, 151, 152
English:	77, 82, 174
Entrepreneurial Leadership:	105, 107
History:	104, 105, 123, 142, 156
Mathematics:	22, 38, 41, 46, 112, 126, 128, 135, 136, 145, 146, 151, 158, 161, 162, 167, 168
Mechanical Engineering:	54, 118, 136, 139, 180, 182, 184
Nutrition:	126, 154
Peace and Justice Studies:	58, 120, 135, 141, 164
Philosophy:	33 (103), 37, 38, 48, 52, 55, 116, 117, 118, 120, 121, 124, 125, 126, 128, 131, 133, 134, 141, 143, 152, 155, 161, 163, 167, 168, 170, 173, 185, 186
Physics:	25
Political Science:	103, 104, 108, 109, 111, 112, 113, 115, 116, 135, 140, 142, 143, 154, 174
Religion:	58, 134, 136, 138, 143, 157, 164
Sociology:	20, 23, 30, 40, 103, 110, 112, 113, 115, 120, 121, 122, 125, 126, 127, 130, 135, 141, 142, 143, 145, 180, 181, 182, 184, 185, 186, 187, 189
Urban & Environmental Policy:	142, 161, 181, 182, 188

## COURSES AND PROFESSORS GROUPED BY AREA

Many majors or prospective majors who wish to specialize in a particular area of psychology wonder which course sequences are most appropriate for them. The following groupings are offered as guidelines to assist students in planning their major to meet individual needs and objectives. The faculty encourages flexibility in course selection and each student should plan his or her selections with the help of an advisor or other members of the faculty. Faculty members most closely associated with each area are listed next to it; because Psychology 1, 31, and 32 are basic core courses to psychology required of all majors, they have not been listed.

### **Cognitive/Learning/Perception/Cognitive Neuroscience**

(Bushnell, Chechile, Cook, Goldberg, Holcomb, Kuperberg, Taylor, Thomas)

Core: 18, 26, 27, 28, 29, 41, 45, 46, 49

Advanced: 109, 124, 129, 140, 143, 144, 146, 148, 149

Related: 80

### **Biological/Physiological/Psychopharmacology/Neuropsychology**

(Cook, DeBold, Holcomb, Kanarek, Kuperberg, Miczek, Urry)

Core: 25, 29, 40, 42, 45, 48, 49

Advanced: 103, 104, 123, 124, 127, 128, 129, 148

Related: 55, 56, 57

### **Social** (Maddox, Nathanson, Sommers)

Core: 13, 36

Advanced: 113, 114, 133, 134, 136, 138, 139

Related: 15, 51, 111, 116, 152

### **Clinical** (Harder, Kuperberg, Shin, Urry)

Core: 12, 38, 71

Advanced: 105, 106, 109, 112, 116, 119, 181-182

Related: 14, 15, 51, 54, 55, 56, 111, 116, 123, 138, 152

### **Developmental** (Bushnell)

Core: 11, 37

Advanced: 111, 118, 152

Related: 14, 55

### **Methodological** (Chechile)

107, 108, 110, 125, 140

### **Leadership** (Nathanson)

60, 134, 196A

### **Applied/Industrial/Human Factors**

Core: 17, 130

Advanced: 53, 120

# Psychology Department Curricular Goals & Objectives

## Mission Statement

Preparing undergraduate and graduate students to ask and answer science-based questions about human and animal behavior by introducing students to the data, theories, and research methods from different fields of psychology - biological, clinical, cognitive, developmental, and social

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Upon completing a Psychology major, students will be able to:

1. Understand core psychological concepts and processes such as evidence, hypothetical constructs, operational definitions, and inferences.
2. Critically examine theories and empirical findings in at least two subfields of psychology (biological, clinical, cognitive, developmental, and social).
3. Compare, contrast, and synthesize empirical and theoretical perspectives related to the study of behavior and thought using evidence-based reasoning.
4. Read and critically evaluate original journal articles related to psychological topics.
5. Apply theoretical models of behavior and thought to real life settings and skills (e.g., clinical, educational, organizational context)
6. Become familiar with American Psychological Association (APA) ethics guidelines.
7. Gain experience with submitting research proposals to the Institutional Review Board (IRB) or to the Institutional Animal Care and Use Committee (IACUC).
8. Initiate, design, implement, control, and analyze original empirical research studies on relevant psychological issues.
9. Show competence in basic quantitative and analytic methods used for scientific investigation in psychology. This involves learning the assumptions and use of these basic statistical analyses: probability, tests of frequency, correlation, t-tests, ANOVA.
10. Gain oral and visual communication skills for reporting empirical research findings.
11. Develop writing, graphic, and verbal skills to communicate empirical data in an appropriate scientific format (APA format being the preferred mode).

## DOING RESEARCH IN THE PSYCHOLOGY DEPARTMENT

- *How do you get to do research and how do you decide with whom to do it?*

To the first question, the answer is by asking a professor. Make an appointment and just ask. Professors doing research want students to work with them. To the second question, the answer is to inspect the list of faculty research areas in this Handbook or on the department website. These should give you some idea of who is doing what. An interest in a professor's area of specialization and some prior reading are useful but not always necessary. In some areas, special knowledge is required, though in most areas professors are able to provide on-the-job training. After a course in the area of expertise of a professor, a student is in a good position to help with research, especially if the student has done well in the course. Sometimes a professor's research group is full, so if your request gets a "no thanks" from Professor A, ask someone else in the department or ask Professor A at a later time.

- *Will doing research help me when I apply to graduate school or post-graduate plans?*

Definitely. Schools look for distinctive characteristics among their applicants and place an emphasis on your research experience. If you can tell your research story to the graduate schools in a way that shows how much you learned, you will look more qualified and more interesting. Moreover, professors get to know students with whom they do research. Hence, professors' letters of recommendation to graduate schools are often more detailed and interesting when students have worked in their research labs. Starting to get involved with research is often the beginning of the process leading to a capstone Senior Honors thesis in the department.

- *Is research fun?*

Yes. The playing with ideas behind research is great fun and figuring out the results is like your own personal puzzle. Sure, there is a lot of effort involved in running a study. You often have to perform the same task many times with skill and dedication, but the rewards are outstanding. Developing and understanding a particular research problem is one of the most exciting things you can do in your academic career and we in the Psychology Department are excited to get you involved.

- *Can I get course credit for doing research?*

Yes, you can get course credit for independent research at three levels. PSY 91/92 is for students just getting involved in research. and PSY 191/192 is a more advanced course in which a greater amount of independence and productivity is expected. However, no more than two independent study type courses (Psychology 91 and 92, 97 and 99, 191 and 192, 197 and 198, 199) may be counted toward the major. Note that these options are available during the summer, but registration for them requires Tufts Summer School enrollment and coordination in advance with a supervising faculty member.

- *Do I have to be a psychology major to do research?*

No. All you need to do is take the courses required for the research and enjoy yourself while learning.

- *Is laboratory work the only type of research a student can do in the Psychology Department?*

No. Scoring clinical tests often requires multiple people in order to get reliabilities. Coding conversations, interviews, and social interactions are tasks many psychologists do as part of their

research. Undergraduates have conducted naturalistic observations of children in playgrounds and museums. They've also conducted archival analyses of pre-existing data.

• *Do I have to do research in which the professors in the department are interested?*

Yes and No. It can be helpful, but courses like PSY 91/92 and PSY 191/192 can be based on using your interests, your design, and your execution. Just make sure you ask a professor who's interested in the general area of your research concern to sponsor you. Our department is committed to your civil liberties as a student: you have the right to generate your own research and earn credit for doing it. Seeing students do just that, makes us proud to be your professors.

• *I worked in a psychology research lab at another university last semester/summer without receiving credit, so can I get retroactive credit for PSY 91 for this? What about for a research-based internship and PSY 99 credit?*

University policy is that students should only get credit for work as it is being done.

• *Can I earn course credit for research conducted on a different college campus?*

Yes. If the research is to be conducted during the Fall or Spring Semesters and directly supervised by a Tufts faculty member, simply sign up for either PSY 91/92 or PSY 191/192 with permission of your Tufts faculty supervisor as described above. If the research is being supervised remotely by non-Tufts faculty member, you must first find a Tufts faculty member who is willing to serve as your Research Coordinator; this individual is responsible for evaluating your research activities through communications with your off-campus Supervisor. Once a faculty Research Coordinator is obtained, sign up PSY 99 (pass-fail only). These options are also available during the summer, but requires Tufts Summer School enrollment and advanced coordination with a Tufts faculty member. Students are responsible for finding their own off-campus research opportunities. Paid research assistantships are not eligible for academic credit.

## DOING A SENIOR HONORS THESIS OR INDEPENDENT STUDY

Students interested in any form of independent study (including Senior Honors Thesis) must find a supervising faculty member before registering for the course via SIS. Those registering for a Senior Honors Thesis (PSY 199) must also fill out a form that can be picked up in Carol Downing's office in Dowling. Honors thesis students are also strongly encouraged to take the year-long PSY 195 course, for which 0.5 credits are earned each semester.

Completing a year-long Senior Honors Thesis is one of the most rewarding as well as time-consuming and challenging endeavors a Psychology major can undertake. The process requires designing, executing, and analyzing the data from an original empirical research investigation, writing a comprehensive APA-format report, and then presenting and defending this work before a committee of two faculty members (one of whom, the committee chair, must be from the Psychology Department). Because chairing a Senior Honors Thesis also requires a great deal of time and effort on the part of faculty members, only a small number of seniors can complete a thesis in a given year. Students are therefore encouraged to contact potential thesis chairs by the end of their junior year, and preferably even earlier. Per University rules, students must appear on the Dean's List for at least two semesters in order to be eligible to complete a thesis. Our faculty often have additional requirements for thesis students, including previous experience in their research lab (PSY 91/92 or PSY 191/192). In sum, students interested in a Senior Honors Thesis should plan ahead by obtaining independent research experience and by speaking with potential thesis advisors early during the course of their study in the Department. For students already registered to complete a thesis, additional information regarding expectations for your project and the bases on which it will be evaluated are best obtained from your committee chair.

Additional information regarding how to best make use of the library in writing your thesis:

- Any student planning to write a senior thesis can meet with a reference librarian who has subject expertise in the student's field of study.

Contact information: [http://www.library.tufts.edu/tisch/refcoll\\_directory.htm](http://www.library.tufts.edu/tisch/refcoll_directory.htm)

Appointment form: [http://www.library.tufts.edu/tisch/ra/appt\\_form.htm](http://www.library.tufts.edu/tisch/ra/appt_form.htm)

Drop-in session: [http://www.library.tufts.edu/tisch/ra/class\\_descriptions.htm](http://www.library.tufts.edu/tisch/ra/class_descriptions.htm)

- The library also offers a research methods class, EXP 19, a 1/2 credit, 8-week course targeted to students writing a senior thesis or conducting any major research project.

- Completed undergraduate theses are housed in the Digital Collections and Archives. These papers must be used in the DCA offices, Level G, Tisch Library. For complete listing: [http://dl.tufts.edu/view\\_text.jsp?urn=tufts:central:dca:UA069:UA069.001.DO.UA005](http://dl.tufts.edu/view_text.jsp?urn=tufts:central:dca:UA069:UA069.001.DO.UA005)

- More information on all these library services can be found at:

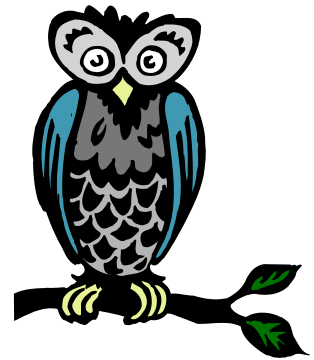
<http://www.library.tufts.edu/tisch/ra/undergraduateTheses.html>

## HOW YOU CAN USE YOUR ADVISOR BETTER

You can better use your advisor by consulting with him or her when you need academic, professional, and even personal advice. While many students go through Tufts knowing only their advisor's signature, such a course of action deprives them of a potential source of useful knowledge.

Advisors who are doing their jobs well can suggest multiple academic alternatives to assist in solving students' problems. If you find you have an advisor who is having trouble gauging your interests or concerns, find one who is better able to do so! The Psychology Department counts on students figuring out their needs and acting on them. No advisor will be insulted if you switch to someone else who knows more than he or she does about behavior modification, human engineering, or clinical psychology. The advising system is here to help you, not the professors.

Since professors are knee deep in advisees at registration, be smart and consult with your advisor at other times. A list of current office hours for all professors may be obtained in the department office. Non-registration periods are the right time to explore career goals, what's turning you on in your courses, internships, books, etc. Most of us teach at Tufts because we enjoy teaching students. Help us to know you better in order to advise you better. Advisors depend on students expressing interests, preferences, strengths, and weaknesses; based on this knowledge, an advisor can then help an advisee see choices.



You can certainly get through Tufts on advice from friends in your dorms. They know the fun courses, the good teachers, and they know how to deal with scheduling dilemmas. Your advisor knows the professional world outside of Tufts, as well as the academic world within. You need access to both kinds of information, inside and outside Tufts. Advisors are meant to help you in both areas. Consult the earlier list of faculty and their areas of interest if you wish an advisor who specializes in a specific area, but keep in mind that you do not need to have an advisor with the exact same interests as you.

# ΨΧ

## PSI CHI THE NATIONAL HONOR SOCIETY IN PSYCHOLOGY

Psi Chi is the National Honor Society in Psychology whose purpose is to recognize, encourage, stimulate, and maintain excellence in scholarship of students of psychology. To achieve these goals, Psi Chi offers a wide range of local, regional, and national programs to enhance the learning experience of its members. Membership in Psi Chi is open to all undergraduates who meet the eligibility criteria for their local chapter. The criteria for the Tufts chapter are:

1. You must have a declared major in Psychology, Clinical Psychology, Biopsychology, Engineering Psychology, or Cognitive and Brain Sciences.
2. You must be at least a second-semester sophomore
3. You need to have completed at least 3 courses in psychology at Tufts and have a Psychology GPA of at least 3.50.
4. You must have an **overall** GPA that is in the top 35% of your class. This is currently approximately 3.60, but varies from semester to semester and tends to be a little higher in seniors.

If you would like to be considered for membership in Psi Chi please complete the Application Form 1 in the Psychology Department, 490 Boston Ave, OR print the form from the department website. Return the completed form to the mailbox of Professor DeBold in the Psychology Department by *October 15* for Fall semester induction or *February 15* for Spring semester induction.

## FAQ • PROSPECTIVE AND DECLARED PSYCHOLOGY MAJORS

### *1. How do I pick an advisor?*

There is no one way to do this. You should look through the departmental website to see the type of research each faculty member conducts and think about classes and instructors that you have particularly enjoyed. But you may ask any full-time member of the faculty to serve as your advisor. Psychology is a very large major and you may find that the person you would like to choose does not have space for additional advisees. Do not take this personally! In fact, it is a good idea to identify 2 or 3 potential advisors and then contact them—again, we have a very big major and it is not unusual to have to ask multiple faculty members before finding an advisor.

### *2. What courses should I take?*

This is a good question to ask your advisor as well as fellow students in Psychology. As a rule, majors should take PSY 31 as early as possible since it is the first in a three-semester sequence of PSY 31, PSY 32, and the advanced lab. Majors are also urged to take 10- and 20-level requirements as soon as possible since this will give them greater flexibility in signing up for 100-level courses and the advanced lab, both of which have prerequisites.

### *3. Can I count Psychology courses for different areas of the distribution requirement?*

Yes, but keep in mind that students may only count two courses from any one department towards the distribution requirement. So if a student counts PSY 31 towards the math distribution and PSY 32 towards the natural sciences, she must have two non-psychology credits to count towards the social sciences requirement.

### *4. How does my Psychology AP score affect my major requirements?*

A score of 4 or 5 places students out of PSY 1 into a two-digit Psychology course. The difference is that a score of 5 completely substitutes for the PSY 1 requirement, meaning that students need only 10 courses to complete the major. Students with a score of 4 must take a second elective course to complete the major in lieu of taking PSY 1.

### *5. Can I count CD 1 towards the major instead of PSY 1?*

CD 1 can substitute for PSY 1 in a similar manner as a score of 4 on the Psych AP. That is, students can use CD 1 as a substitute prerequisite for PSY 1, placing them into upper-level courses. These students must also take a second elective to replace PSY 1 as a major requirement, giving them the 11 courses needed for the major.

### *6. Can I count a course taken for the requirements of my second major towards the Psychology major as well if it appears on the related field list?*

Yes, one course can count towards both majors if it is on our related field list.

### *7. What are the requirements to minor in Psychology?*

We do not offer a minor in general psychology; students may minor in Cognitive & Brain Science.

### *8. I have already taken a statistics course in another department; do I still need to take PSY 31?*

Double majors in Economics, Math, as well as Biopsychology majors have alternative options to PSY 31. Double majors in Economics can use Econ 13 as a substitute for PSY 31. These students should bear in mind that their stats course likely did not cover ANOVA, a technique with which they will need to familiarize themselves before taking PSY 32 and the advanced lab. Similarly, double majors in Math can use Math 162 (Statistics) instead of Psychology 31. Biopsychology majors may use either BIO 132 or PSY 31 to fulfill their statistics requirement.

9. *Can I receive transfer of credit for PSY 31 if I took statistics at another institution? What about a combined statistics/methods course—can I get transfer credits for both PSY 31 and 32?* Only statistics courses taken in a psychology department and which include at least one week of coverage of ANOVA can be transferred as PSY 31. A one-semester course that is a mixture of methods and stats does not cover either topic thoroughly enough to receive transfer of credit for either PSY 31 or 32. A two-semester combination course may be able to transfer as PSY 31 credit only, pending review of the syllabus.

10. *How do I petition the Department to include a new course on the related field list?* Students may petition to count a non-listed course towards the related field requirement on a one-time basis or as a permanent addition to the related field list. This petition should include a syllabus and explain why the student believes the course should be considered an upper-level class related to psychology. Keep in mind that introductory courses (or other courses without prerequisites) are unlikely to be approved. Courses cross-listed with our department are ineligible, as are courses taken pass/fail.

11. *How do I petition for credit for the courses I took abroad or at another university?* These petitions go through WebCenter. Students need to provide a syllabus and course description, translated into English if necessary. Students specify whether they are asking for a general credit from a department (i.e., “a History credit”) or credit for a specific course in a department (i.e., History 102). Courses taken in departments other than psychology will not be approved for transfer of credit from our department.

12. *How can I petition for transfer of credit for a related field course?* Use WebCenter to petition the department in question. If you think that the course you took was equivalent to History 102, petition the History Department for credit for this specific course. If granted, the course will be listed as HIST 102 on her transcript and no action is needed from the Psychology Department because we already include HIST 102 on our related fields list.

13. *I took a Psychology course cross-listed with the Music Department. Can I petition to use this as a related field course?* A course cross-listed with Psychology may not be used as a related fields course, regardless of which department the student originally enrolled in.

14. *How and when do I fill out a senior degree sheet?* At the beginning of November, seniors receive an email regarding degree sheets (typically due to Dowling in late November). At that time, students should set up an appointment with their advisor. They should complete their University degree sheet on WebCenter beforehand and print a copy for this meeting; they should also pick up a hard copy of the Departmental concentration form from the lobby and complete it. Once the advisor signs the degree sheets, the senior brings them to Cynthia Goddard for review by the degree sheet committee. Students will be given a senior survey to take home and complete. When the degree sheets are approved, students will receive an email and can then pick them up, provided they drop off their completed senior survey in the process. The student then takes the finalized degree sheets to Dowling.