Academic Advising Posters

A New Academic Advising Delivery System

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Academic advising enables students to identify, clarify, investigate, prepare for, and accomplish educational, career, and personal goals by providing them with opportunities to identify resources, understand options, and enhance self-awareness. Academic advice can be delivered in-person (e.g., one-on-one or in groups and classes), online (e.g., via websites, podcasts, or instructional platforms), or in print (e.g., in books, handouts, or brochures). This poster introduces a new online and print-based delivery strategy—the Academic Advising Poster (AAP)—and describes this strategy by answering the following **what**, **who**, **where**, **when**, **why**, and **how** questions about AAPs.

What Is an AAP?

An AAP is a poster-size enlargement of a PowerPoint slide (or some other format) that has been created to enable advisees to identify, clarify, and accomplish educational, career, and personal goals by providing them with opportunities to discover resources, understand options, and enhance self-awareness. Some examples of the topics these posters cover are:

- An Online Career-Exploration Resource for Psychology Majors (resource)
- Field Placement Opportunities (options)
- What Is Your Procrastination Style? (self-awareness)
- Academic Advising Resources in the Psychology Department (resources)
- Ways to Get the Most Out of Your Psychology Major (options)
- Why Your Freshman Year in College Will NOT Be 13th Grade (self-awareness)

When Can AAPs Be Used?

AAPs can be displayed during periods when students have needs for specific information.

- During orientation to help students/parents understand department resources and opportunities
- Before and during regularly occurring high volume advising periods such as class registration
- During periods when students have specific advising questions (How do I apply to grad school?)
- Before important deadlines (e.g., for dropping/adding classes or registering for graduation)
- Well in advance of times during which students need to make important decisions and prepare to engage in complex sequences of goal-related behaviors
  - identifying potential career goals and engaging in the job-search process
  - creating cover letters, resumes, and *curriculum vitae*
  - selecting graduate programs that fit their values, goals, and strengths
  - selecting appropriate authors of strong letters of recommendation

Who Can Benefit From AAPs?

AAPs can be created to advise a variety of students on a variety of topics.

- High school students preparing for the transition to college
- College freshmen who are learning how to adapt to the culture of higher education
- Students who want to understand the requirements to graduate with a specific major
- Students who want to become familiar with their department's events and opportunities
- Students who want to prepare themselves for employment after graduation
- Students who want to prepare themselves for graduate school

Why Are AAPs Effective, Efficient, and Economical?

AAPs are effective, efficient, and economical advising delivery devices for several reasons.

- Their messages are visible 24/7 to students, and they can be reused year-after-year.
- Students can decide to read only those posters whose content is relevant to them.
- Those whose content pertains to all students can be shared with other departments.
- Their appearance or content can be easily modified or updated.
- They can be created by faculty, staff, administrators, or students at relatively low cost.

Where Can AAPs Be Displayed?

Advising posters can be displayed in a variety of both physical and cyber locations.

- Areas of high student traffic
- Academic advising offices
- Classrooms where topics of the posters are taught (e.g., first-year seminars and capstones)
- Department websites
- Online classroom management platforms (e.g., Blackboard or Moodle)

How Can the Effectiveness and Value of AAPs Be Assessed?

Surveys can determine the extent to which students are aware of, read, and value AAPs. For example, a 2015 survey of the AAPs displayed in the James Madison University Psychology Department produced the following results from the 359 students who responded to it.

- **81%** said they noticed the posters.
- **77%** of those who said they noticed the posters also said they read them.
- **80%** of those who read the posters agreed or strongly agreed that at least one of them was helpful.

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An Open Letter to Students About Academic Advising in the IUPUI Psychology Department

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Dear IUPUI Psychology Majors and Minors,

The IUPUI Department of Psychology is dedicated to providing academic advising of the highest quality. I want to help you understand and take full advantage of our advising program by explaining the two types of advising that are available in our department and encouraging you to take advantage of both.

I am in complete agreement with the National Academic Advising Association's statement that academic advising is "a teaching and learning process." I define academic advising as an active, teaching-learning partnership between advisors and advisees that enables advisees to (a) satisfy their graduation requirements in a timely manner; (b) identify, clarify, and investigate their educational and career options; and (c) acquire the knowledge, skills, and characteristics necessary to accomplish their post-baccalaureate goals. There are two types of academic advising, prescriptive and developmental, and our program combines these in a manner that will help you accomplish all three of the tasks in the preceding definition. The specific ways in which these two types of advising will enable you to accomplish your goals are described below.

Prescriptive Advising

This is the type of advising with which most people are familiar. It consists of a interaction between an academic advisor and student in which the advisor teaches the student about what is required to graduate with a bachelor's degree in psychology. This is the type of advising that enables you to know

- what classes you must take to satisfy your degree requirements and
- when to enroll in these classes so you can graduate in a timely manner.

Developmental Advising

However, there is much more to an undergraduate education than simply completing a set of required classes in the correct order. A second—and perhaps even more important—type of advising is developmental advising, which provides you with opportunities to collaborate with your advisor in order to discover

- who you are by identifying your strengths, weaknesses, interests, values, and goals;
- where your education can take you in the future as you investigate the careers and graduate programs you can enter with a bachelor's degree in psychology; and
- how the curricular and extracurricular components of your undergraduate education can help you develop the knowledge, skills, and characteristics you will need for success on-the-job or in graduate school.

The combination of these two types of academic advising will enable you to not only earn a college degree in a timely manner, but to also become a savvy psychology major, an educated person, a successful member of the workforce, and a lifelong learner who is quite capable of answering the challenging "what, when, who, where, and how" questions that are so puzzling to so many other students. The goal of our advising program is to provide a collaborative atmosphere in which you and your advisor can work together to create a plan for your undergraduate education that will prepare you to accomplish your educational, career, and life goals. Please accept my invitation to become an active partner in this teaching-learning process.

Very sincerely yours,



Drew C. Appleby, PhD
Professor of Psychology
Director of Undergraduate Studies in Psychology

Why the Freshman Year in College Is *NOT* 13th Grade

Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

According to the most recent data from American College Testing's *College Retention and Graduation Rates* (http://www.act.org/research/policymakers/reports/graduation.html), 32% of all freshmen enrolled in American colleges and universities drop out before their sophomore year. The causes for this appalling statistic have been researched extensively, and they fall into four categories: poor academic preparation, inadequate financial support, lack of campus engagement, and low educational motivation. While these reasons certainly account for a substantial percentage of this high drop-out rate, during my 40-year career as a college professor I also observed that many of my academically well-prepared, financially well-supported, actively engaged, and highly motivated freshmen failed to return for their sophomore year as a result of the culture shock they experienced because they were unaware of the very real and very important differences that exist between the academic cultures of high school and college. As a result of this unawareness, they treated their freshman year in college as if it were their 13th grade in high school and therefore failed to adapt successfully to their new academic environment because they were either unable or unwilling to change the behaviors, attitudes, and/or strategies that helped them to succeed in high school, but which caused them to fail in college. The strategy I developed to help my students overcome this challenge was to perform a qualitative research project in which I asked students in one of my freshman learning communities at the end of their first semester to identify the most important ways in which their educational environment had changed from high school to college. I performed a content analysis on their answers and the seven categories of differences described in the following boxes emerged, each of which is followed by a representative sample of my students' responses. The next step in my strategy was to create a PowerPoint from my results and present it early enough in the following semesters so my current students could benefit from the wisdom of their predecessors before it was too late. My strategy appeared to work because the last two classes I taught before I retired received the IUPUI Freshman Learning Community Retention Award for 100% retention from first to second semester. If you would like to receive my PowerPoint and a handout I created to accompany it, contact me at dappleby@iupui.edu.

Academic Expectations Are Much Higher.

In High School, academic expectations are not always high, and good grades can often be obtained with minimum effort. This is especially true for bright students who discover they don't have to do much more than attend classes and remember what their teacher say to earn high grades. **In College,** academic expectations are much higher, and minimum effort usually produces poor grades.

- *"It was a big adjustment. "In high school, I was one of the 'smart' people who never had to read the material before class, study for a final, or write a paper well in advance. Here, I have to spend every free minute preparing the homework assigned for that day."*
- *"College classes are really hard and much more in-depth compared to high school classes."*
- *I had maybe one paper to write during my whole high school career. Here, I had a paper assigned on the first day of classes."*

Student-Teacher Contact Is Less Frequent and More Formal.

In High School, teacher-student contact is close and frequent in classes that usually meet five days a week. Teachers are very accessible. **In College,** classes meet less often (sometimes only once a week) and faculty are usually available only during their office hours or by appointment.

- *"College professors aren't as available as high school teachers. I could drop into my high school teachers' offices anytime and just hang out. College professors have office hours that we have to use if we want to discuss things with them."*
- *"High school teachers assist you more. They kind of hold your hand and make sure you get everything done."*
- *"In high school, teachers were supposed to learn our names and to get to know us. In college, I've learned that it's my responsibility to help my teachers to get to know me."*

The Syllabus Replaces Teachers' Daily Reminders.

In High School, the teacher prepares a lesson plan and uses it to tell students how to prepare for the next class period (e.g., "Be sure to read Chapter 3 in your textbook." or "Don't forget to study for tomorrow's test."). **In College**, the instructor distributes and discusses the syllabus during the first class and expects students to read and follow the syllabus without having to be reminded about what will be done or what assignment is due during the next class period.

- *"High school teachers tell students what's due the next day; college professors expect students to read what's due in the syllabus."*
- *"High school teachers told us our assignments; college professors tell us to read the syllabus."*
- *"College teachers don't tell you what you're supposed to do. They give you a syllabus and expect you to follow what it says. High school teachers tell you about five times what you're supposed to do."*

Homework Is Done After, Not During School.

In High School, *students are assigned daily homework, which teachers collect and check to insure that assigned work is being done. For example, a term paper can require many intermediate steps before the final paper is submitted.* **In College**, *instructors assume students have learned how to "keep up" with their assignments in high school and can be trusted to do course work without being constantly reminded or assigned "busy work" homework.*

- *"In high school, you learn the material in class. In college, most learning takes place outside the classroom."*
- *"In high school, things were over at 4:00 p.m. In college, things like studying are just starting at that time."*

Students Must Be More Independent and Responsible.

In High School, parents, teachers, and counselors support, give advice to, and often make decisions for students. Students rely on their parents to meet their basic needs and must abide by their parents' boundaries and restrictions. **In College**, students must learn to rely on themselves and begin to experience the results of their own good and bad decisions. It is their responsibility to seek advice when they need it and to set their own restrictions.

- *"High school teachers teach you what's in your textbooks. College teachers expect you to actually read your textbooks."*
- *"College teachers expect students to read the syllabus and the classroom is set up to where it is sink or swim. Do the work or fail. High school teachers reminded us about the deadlines for projects every day and tried to help us if we were struggling."*
- *"The most important thing I've learned since I have been in college is that it's time for me to step out of the purgatory between my teenage years and adulthood and to take some responsibility for my life."*

Students Are Treated More Like Adults Than Children.

In High School, teachers often contact parents if problems occur. Parents are expected to help students in times of crisis. **In College**, students have much more freedom, and must take responsibility for their own actions. Parents may not be aware that a student is experiencing an academic crisis because the Federal Educational Rights and Privacy Act (FERPA) protects their children's privacy.

- *"College teachers expect more from you. There are no late assignments or make-up tests. They do not hold your hand "*
- *"The biggest difference between high school teachers and college professors is that you have to learn by yourself in college."*

Students Must Learn to Prioritize Their Activities and Manage Their Own Time.

In High School, there are distractions from school work, but these are at least partially controlled by rules at school and home (e.g., curfews, dress codes, and enforced study hours). **In College**, many distractions exist, but students are not protected from them by parental or school rules. Time management and the ability to prioritize become absolutely essential survival skills for college students.

- *"We don't have as much time to do assignments as we did in high school because more material is covered in a shorter time."*
- *"Even though you may not be in class as long as in high school, the amount of time you have to put in to complete the assigned work is doubled, even tripled."*
- *"The biggest difference between the two was that in high school, I could usually get an assignment done whenever I could and there wouldn't be much of a consequence if it was late."*

The article whose results are summarized in this poster can be accessed online from the following reference.
Appleby, D. C. (2014, August). How do college freshmen view the academic differences between high school and college? *Psychology Teacher Network*. Retrieved from http://www.apa.org/ed/precollege/ptn/2014/08/college-freshmen.aspx

Poster design courtesy of the James Madison University Department of Psychology

Goofus and Gallant Go to College

Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

This poster provides you with an opportunity to engage in some honest self-evaluation that can increase your probability of being a successful college student. If you read *Highlight*s magazine when you were a child, you probably remember *Goofus & Gallant*, a cartoon that featured two boys who responded very differently when they were placed in the same social situation. Invariably, Gallant acted in a generous, responsible, and courteous manner and Goofus behaved in an selfish, irresponsible, and rude fashion. This cartoon never showed the consequences of these two very different interpersonal styles; it simply illustrated the appropriate and inappropriate ways of interacting with others. Its creator, child psychologist Garry Cleveland Myers, assumed that children would be able to decide for themselves which of these two styles would be more likely to produce positive (i.e., successful) outcomes in their lives, such as being trusted by adults, developing a positive reputation, and developing lasting friendships. Although the world of college is a far cry from the school yard of Goofus and Gallant, it is still a place where your actions and attitudes can have a profound effect upon your success. Four decades of college teaching exposed me to thousands of both successful and unsuccessful students. As my career progressed, I began to detect important differences between these two groups, and I decided to document these differences—just as Myers had done with children—and then share them with my students before their Goofus-like actions and beliefs doomed them to academic failure. Just as children see a little of both Goofus and Gallant in themselves, it is likely that you will discover some of your behaviors, attitudes, and ambitions in both the successful and unsuccessful student columns below. Your strategy should be to make a solemn pact with yourself to continue to engage in your success-producing behaviors and to do your very best to change those that could cause you to be unsuccessful. The take-home lesson from this poster is that, while no one is perfect, everyone can benefit from a good dose of self-awareness and the willingness to change in order to succeed.

Characteristic	Successful Students (SSs)	Unsuccessful Students (USs)
Alignment of Ambition	SSs have aligned ambitions. They are motivated to obtain professional careers after they graduate; they are aware of the knowledge, skills, and characteristics (KSCs) required for these careers; and they have realistic and accurate ideas of how they can use their education to acquire these KSCs. They fully understand that the most important outcome of their education is not the diploma they will receive when they graduate, but the positive ways in which they have allowed their education to change them in order to prepare for their futures. Students with aligned ambitions make careful decisions about which courses to take, which organizations to join, and how to spend their time. They use their school's support services (e.g., academic advising, mentoring, and the Career Center) to increase the wisdom of these decisions.	USs are often as ambitious as SSs (i.e., they also want to become doctors, lawyers, and business managers), but they possess misaligned ambitions. They find it difficult to fulfill their dreams because they are unaware of the steps that will help them achieve their ambitions, which are often dreamlike and not realistically connected to specific educational and career paths. Regardless of how hard they try, they find themselves running in place, unsure of why they are in their current location and even more unsure of how to get to the final destination of their dream. They can be characterized as "drifting dreamers," who have limited knowledge about (1) the requirements of their proposed occupations, (2) the educational requirements of their schools, and (3) the educational opportunities that can prepare them for their occupations.
Attendance	SSs have perfect to almost perfect attendance, and their commitment to their classes resembles their teachers'. Their faithful attendance gives the distinct impression that their primary purpose for enrolling in classes is to learn and that they are interested in the material being taught.	USs often absent or late for class. In some cases, they put other priorities (e.g., sleep) above their classes. In other cases, their health, fatigue, low level of motivation, lack of time management skills, social life, family, and/or job commitments prevent them from attending their classes regularly or keeping up with the demands of their classes.
Preparation	SSs are prepared. Their assignments are complete, accurate, and well written. Their desire to perform well is demonstrated by their attention to detail and a willingness to seek and use feedback to improve their writing.	The work of USs is often carelessly-prepared, incomplete, inaccurate, inconsistent, late, or not submitted at all. Their obvious lack of preparation clearly communicates to teachers that their education is a low priority for them.
Curiosity	SSs show interest in their classes and their subject matter. They look up what they do not understand, ask questions, and make thoughtful comments in their classes. They appear to value and enjoy the learning process.	USs enroll in classes because they are required to do so, not because they are interested in gaining the knowledge and skills their classes are designed to provide. They appear to learn only because they are forced to do so.
Comprehension	SSs are able to connect their past learning experiences with the present, and then use these experiences to help them understand new material. They are willing to learn how to use higher-order critical thinking skills (i.e., to comprehend, apply, analyze, evaluate, and create information), and they understand how these skills can benefit them in school, in their future careers, and in their personal lives.	When USs study, they concentrate more on remembering facts and definitions than understanding complex concepts and theories. Their idea of studying is to memorize assigned material in the hope that their teacher will ask them to merely regurgitate information on the test. When they are asked to comprehend, apply, analyze, evaluate, or create information, they are often unable or unwilling to do so.
Attitude	SSs have a positive attitude. They have the determination and self-discipline necessary for success, and they show initiative by going beyond the requirements of their classes and often doing things they are not specifically required to do (e.g., citing 15 references in a paper that requires only 10).	USs are not visibly committed to their classes. They participate without enthusiasm, do only the minimum that is required, and their behaviors and body language communicates obvious boredom (e.g., they are late for class, slouch in their seats, talk to classmates during lecture, and occasionally sleep during class).
Talent	SSs have something special. It may be exceptional intelligence, creativity, organizational skills, commitment, motivation, or a combination thereof. These gifts are evident to their teachers and to their fellow students. The most important aspect of these talents is that SSs actually put them to use in a productive way in their classes.	USs vary enormously in talent. Some have high ability, but show obvious signs of poor self-management, low motivation, or bad attitude. Others try hard, but are handicapped by below-average academic abilities (e.g., poor or under-developed reading, writing, speaking, listening, note-taking, vocabulary, time-management, or study skills).
Goals	The primary goal of SSs is to acquire the knowledge, skills, and the attitudes that are the designated student learning outcomes of their classes. For them, the primary purpose of an education is to learn how to learn.	The primary goal of USs is to pass their classes in order “to get them out of the way” so they can accumulate the number of credit hours required for graduation. The primary purpose of an education for them is to earn a diploma.
Results	SSs earn above-average grades. They learn from their teachers’ feedback, their performance increases steadily once they understand what is expected of them, and they benefit from the information and skills they acquire in their classes. From their teachers' perspective, their work is a pleasure to grade.	USs earn below average grades. They have a vague idea of what is going on, but clearly have not mastered the material in their classes. The least successful students appear to be the truly clueless, who rely on common sense—rather than material from the textbook or lectures—in a futile attempt to overcome their lack of understanding.

What Is Your Procrastination Style?

Drew C. Appleby, PhD
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Procrastination is perhaps the most damaging characteristic that college students possess. It robs them of good grades and it prevents them from developing and/or maintaining productive and healthy relationships with their teachers, families, friends, and partners. Procrastination has many causes; some are external (e.g., situations involving work overloads) and some are internal (e.g., personality characteristics). The following six types of procrastinator personalities (described by Dr. Linda Sapadin in her excellent book *How to Beat Procrastination in the Digital Age: 6 Unique Change Programs for 6 Personality Styles*) are examples of internal causes. Dr. Sapadin suggests how those with these types of personalities can lessen the tendency to procrastinate, and these suggestions can act as helpful guidelines for changing the way you think and behave if you are a procrastinator. However, these suggestions are easier said than done. If you are a procrastinator, then you already know that you possess an amazing ability to avoid or sabotage solutions designed to help you overcome your tendency to procrastinate. So, if you really are a procrastinator, be prepared for one part of you to say, "Yes, this really pertains to me, and I absolutely must do something about it before it ruins my education and my life," and for another part of you to say, "I agree, but I can put it off until tomorrow." If you would like to learn about Dr. Sapadin's strategies to overcome these procrastination styles, you can order a copy of her book on Amazon.com. But do yourself a favor. If you are a procrastinator, order it **right now** or you will never get around to it.

The Perfectionist

The Perfectionist truly believes that her value as a human being is at stake every time she does something. The world is an all-or-nothing place for the Perfectionist, which means that if the project she is working on fails, then she is a failure too. Her deepest, darkest fear is that she does not measure up to others, which may have its origin in a parent or teacher who looked at the 98% on her term paper and asked what happened to the other two points. Procrastination allows the Perfectionist to postpone judgment because if she does not play, then she cannot lose.

The Dreamer

The Dreamer yearns for an easy, painless, and nonthreatening life. When the world disrupts this dream by becoming difficult, painful, or threatening, the Dreamer retreats into his mind and creates an ideal world in which he is a special person who does not have to play by the same rules that everyone else must follow. This dream is very comforting, but it can also create some exceptionally damaging academic, occupational, and social/romantic consequences by producing late assignments, unfinished tasks, and broken promises.

The Overdoer

The Overdoer is constantly busy, so her procrastination is often a secret known only to herself. The Overdoer is a people-pleaser who possesses an extraordinarily strong need to help others so they will like, appreciate, depend upon, and/or love her. It would seem that the Overdoer is guaranteed to succeed in school and on the job because she is so willing to do her work and help others to do theirs. However, lurking behind that "I can do it all" exterior is a person who has lost the balance between school and fun, work and leisure, and the professional and the personal. This leads her to take on more responsibility than she can handle in a competent manner, and soon she is disappointing those she wants so desperately to please by producing mediocre work and then having to make up excuses to explain why her work is late and or substandard.

The Crisis-Maker

The Crisis-Maker loves to create drama by going from one extreme to another, without the benefits and wisdom of the middle ground. Most people are motivated by time pressure. However, the Crisis-Maker appears to purposely create dramatic crises. He under-reacts to situations that provide plenty of time to work by saying, "I don't work well until I really start to feel the pressure." Then he over-reacts with bursts of frenzied activity just before the deadline. This self-aggrandizing and burn-the-candle-at-both-ends work style is a game for the young. You can drive yourself to the edge of deadline madness on a regular basis during adolescence and young adulthood, but after your early 30s, this strategy stops working because you can no longer transform yourself into Superman with jolts of adrenaline and caffeine.

The Worrier

The Worrier has an overpowering need to feel secure, but she pays an extremely high price for her security. Her most fearsome enemies are risk and change, which paralyze her with dread because their anticipated negative consequences push her dangerously outside her narrow zone of mental comfort. She constantly expects the worst and creates an endless stream of negative "*what ifs*" that predispose her to assume that all actions involving risk or change will produce disastrous outcomes. For example, *what if* I apply to graduate school and get accepted, but then flunk out because it's too hard? Or *what if* I finally work up the courage to leave this terrible job, and then I can't find another one? Or *what if* I marry my boyfriend, and then he dies. The Worrier has *Better Safe Than Sorry* tattooed on her soul. Worriers were often raised by parents who took care of all their needs and who believed their children could not survive in this terribly dangerous world without constant parental protection and warnings. Worriers experience less joy and fun in their lives than other people and often suffer from burnout; but for the Worrier, these are small prices to pay if they allow her to avoid the terrible anticipated consequences of risk or change.

The Defier

The Defier harbors a deep resentment toward authority and has also learned that the safest way to rebel against authority figures such as teachers, bosses, and parents is to use passive, rather than active, aggression. When asked to perform a task, a Defier will almost always say "sure, I can do that," but then "forgets" to do what he promised or produces work that is either poor in quality, late, or both. Defiers use the same strategy in their personal relationships by promising, but failing to meet the needs of their friends, family, and partners. This withholding strategy provides the Defier with a sense of power over others, but unfortunately this approach often leaves the most important people in his life feeling disappointed, betrayed, manipulated, and used. When this strategy produces its inevitable negative consequences (e.g., being fired or the end of an important relationship), the Defier consoles himself by believing that his situation is the inevitable fate of a person of great integrity who has been forced to exist in an artificial world populated by shallow, insincere, hypocritical, and unfair others. He is unhappy, but because of the inherent unfairness of the world, he has every right to be. He is the noble victim.

The Blessings and Curses of Being a Psychology Major

Drew C. Appleby, PhD (PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

The Blessings

The **first blessing** of psychology majors is their ability to prepare themselves for a remarkably wide variety of careers because the psychology curriculum provides so many opportunities to develop the seven job-related skills (i.e., communication, collaboration, critical thinking, professionalism, self-management, technological, and ethical reasoning) that employers value most during the hiring process. These skills also help new hires gain positive on-the-job outcomes (e.g., new responsibilities and promotions) and avoid negative on-the-job outcomes (e.g., reprimands, discipline, and termination). Psychology majors' **second blessing** is the knowledge they acquire as they learn about the causes and consequences of human behaviors and mental processes, which are perhaps the most interesting, complex, and important topics addressed in higher education. The captivating nature of psychological knowledge attracts huge numbers of students to the major, produces more than 100,000 bachelor's degrees in psychology each year, and prepares psychology majors to enter an astonishingly wide range of careers that deal with people and their interactions with each other and their environments.

The Curses

Unfortunately, there are downsides (i.e., curses) to these two blessings. The **first curse** is the prospect of making a decision from such a massive set of career choices is a daunting task for many psychology majors. Unlike their education-, accounting-, and nursing-major peers who know exactly what they will become when they graduate (i.e., teachers, accountants, and nurses), only a small percentage of psychology majors continue their education, earn graduate degrees, and become psychologists. The rest enter the workforce immediately after graduation in diverse fields such as business, advertising, human resources, social services, health care, law enforcement, technology, education, fitness, recreation, and the military. The **second curse** is that psychology is a very popular major. This may initially appear to be a blessing, but it also means that a bachelor's degree in psychology places psychology majors at risk in the job market simply because so many are competing with one another for jobs. If psychology majors lack the ability to prove they possess a strong set of job-related skills, they risk job dissatisfaction, the disturbing belief that their jobs are not related to their major, and the possibility of having to accept a job that does not require a bachelor's degree.

Savvy and Not-So-Savvy Psychology Majors

The experience of teaching, advising, and mentoring thousands of psychology majors during my 40-year academic career has led me to conclude that this group is composed of two subgroups: occupationally savvy students and occupationally not-so-savvy students. These subgroups approach their professional futures in profoundly different ways. **Occupationally savvy students** adopt a proactive, two-stage approach to their collegiate experience by deliberately using it as an opportunity to explore, identify, and refine their career goals. They create and follow plans to acquire the skills they will need to attain their post-baccalaureate aspirations. In other words, they intentionally use their undergraduate educations to decide who they want to become and then begin a systematic process to construct themselves in the image of that person. On the other hand, **occupationally not-so-savvy students** live their undergraduate lives under the ill-fated illusion that they are both entitled to and will acquire a good job after they graduate simply because they possess a college diploma. These are the students who take courses to "get them out of the way," avoid challenging classes in which they could strengthen important career-enhancing skills (e.g., writing, public speaking, and math), choose easy rather than skill-building electives, and spurn extracurricular opportunities because they believe them to be a waste of time, rather than as golden opportunities to develop valuable collaboration and leadership skills.

How to Maximize Your Blessings and Minimize Your Curses

So how can you maximize your blessings and minimize your curses? I recommend you **become a savvy psychology major** by accomplishing the following three tasks.

1. Choose a broad occupational field in which your work would be a good match for your interests, values, and goals.
2. Examine several careers in this field and choose one whose description makes you excited about obtaining it.
3. Investigate this career carefully to determine the skills and knowledge you will need to succeed in it.

I have created **An Online Career-Exploration Resource for Psychology Majors** to help you accomplish these tasks that consists of more than 2,000 hotlinks you can use to explore 280 careers (organized into 15 broad occupational fields) that psychology majors can prepare to enter. Persons employed in 56 of these careers are psychologists who must hold the appropriate graduate degree. Persons employed in the remaining 224 psychology-related careers (that require the demonstration of psychological knowledge and skills, but which do not carry the title of psychologist) are divided almost equally into two categories: (1) those that can be entered with a bachelor's degree and (2) those that require a graduate degree. To access this resource, go to http://www.teachpsych.org/Resources/Documents/otrp/resources/appleby15students.docx.

Who Can Help You?

If your career requires you to earn a degree beyond the bachelor's, seek the aid of a **faculty mentor** who can help you plan the remainder of your college career so you can develop the skills you will need to succeed in graduate school and the documents you will need to apply successfully to a graduate program (i.e., a *curriculum vitae*, a personal statement, and strong letters of recommendation from appropriate people). If you can enter your chosen career with a bachelor's degree, visit a **professional employment counselor** in your department or your university's Career Center who can help you prepare for your career and create the necessary documents and information you will need to be hired (i.e., a resumé, a cover letter, and effective answers to challenging interview questions).

When Should You Begin This Process?

Begin this process **NOW**, not tomorrow, not at the end of the semester, and absolutely not until after you graduate. Just remember the 100,000 other psychology majors who will graduate with you. They all want good jobs too, but until they read this poster, you will be the only one who has my online resource and a strategy to use this resource to identify, plan for, and obtain the career of your choice.

The publication upon which this poster is based can be accessed at http://www.psichi.org/?201EyeFall15hAppleby#.VkZZ2XarSUk

"What Can I Do With a Bachelor's Degree in Psychology?"

Drew C. Appleby, PhD (Professor Emeritus of Psychology at Indiana University-Purdue University Indianapolis)

Psychology majors often ask, "What can I do with a bachelor's degree in psychology?" The purpose of the resource described in this poster is to provide an answer to this question. This resource consists of 300 careers that psychology majors can prepare to enter, which are organized into the 15 broad **occupational categories** highlighted in YELLOW below. Those that can be entered with a **bachelor's degree** are highlighted in BLUE, and those requiring a **graduate degree** are highlighted in GREEN. Careers whose futures are promising because they are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations are followed by ✹. Persons employed in 56 of these careers are psychologists who hold the appropriate graduate degree. The remaining 244 psychology-related careers (i.e., those that require the demonstration of psychological knowledge and skills, but which do not carry the title of psychologist) are divided almost equally into two categories: those that can be entered with a bachelor's degree and those that require a graduate degree. Each career is followed by a set of hotlinks to websites containing information such as required skills and knowledge, work activities and environment, necessary preparation, and pay scale. Students can access this resource at **http://teachpsych.org/resources/Documents/otrp/resources/appleby16students.docx**. A formal introduction to this resource for faculty can be accessed at **http://teachpsych.org/resources/Documents/otrp/resources/02%20-%20An%20Introduction%20for%20Faculty%20to%20an%20Online%20Career-Exploration%20Resourc....docx**. Faculty, advisors, and administrators can use this resource in classes, advising sessions, and departmental websites to help psychology majors begin the process of accomplishing *Goal 5: Professional Development* of *APA's Guidelines for the Undergraduate Psychology Major* by acquiring an understanding of the "settings in which people with backgrounds in psychology typically work."

Business, Advertising, and Finance

- Advertising Sales Representative
- Claims Supervisor
- Customer Service Representative ✹
- Customer Service Rep Supervisor ✹
- Department Manager ✹
- Financial Advisor ✹
- Fund Raiser
- Loan Counselor
- Loan Officer
- Management Analyst ✹
- Market Research Analyst ✹
- Media Buyer
- Pharmaceutical Sales Representative
- Purchasing Agent
- Realtor or Real Estate Agent
- Retail Salesperson ✹
- Sales Representative ✹
- Public Relations Representative
- Consumer Psychologist
- Executive Coach
- Industrial/Organizational Psychologist ✹

Children and Families

- Child Development Specialist ✹
- Child Life Specialist
- Child Protection/Placement Caseworker ✹
- Child Welfare/Protection Social Worker
- Parent (Biological or Adoptive)
- Parent (Professional)
- Adolescent Psychologist
- Child Abuse Counselor
- Child Psychologist
- Developmental Psychologist
- Domestic Abuse or Violence Counselor
- Family Counselor or Caseworker ✹
- Marriage/Family Counselor/Therapist ✹
- Pediatric Psychologist

Counseling

- Crisis Intervention Counselor
- Rehabilitation Counselor
- Substance Abuse Counselor ✹
- Career/Employment Counselor
- Community Counselor
- Counseling Psychologist
- Depression Counselor
- Genetic Counselor ✹
- Gerontological Counselor
- Grief Counselor
- Licensed Professional Counselor
- Marriage/Family Counselor/Therapist ✹
- Mental Health Counselor ✹
- Military Counselor
- Multicultural Counselor
- Pastoral Counselor
- School Guidance Counselor
- Spiritual or Meditative Counselor
- Suicide Counselor
- Vocational Rehabilitation Counselor

Education

- Admissions Evaluator
- Alumni Director
- Elementary School Teacher ✹
- Financial Aid Counselor
- High School Teacher ✹
- Preschool Teacher ✹
- Special Education Teacher
- Teacher for the Emotionally Impaired
- Teacher for the Hearing Impaired
- Teacher for the Learning Disabled
- Teacher for the Mentally Impaired
- Teacher for the Visually Impaired
- Vocational Training Teacher
- Academic Advisor or Counselor
- Assessment Professional
- Career or Vocational Counselor
- College or University Professor
- College or University Administrator
- Director of College Admissions
- Educational Psychologist
- Psychometrist
- School Guidance Counselor
- School Psychologist
- School Social Worker ✹
- Social Work Teacher, Postsecondary
- Special Education Counselor
- Speech Pathologist
- Student Affairs Professional

Health and Medical Services

- Child Life Specialist
- Coroner
- Health Care Facility Administrator ✹
- Health Coach / Educator
- Health Information Specialist
- Hearing Aid Specialist
- Funeral Director/Undertaker/Mortician
- Paramedic/Emergency Medical Tech ✹
- Patient Advocate ✹
- Patient Resources/Reimbursement Agent
- Pharmaceutical Sales Representative
- Psychiatric Aide / Attendant
- Psychiatric Technician
- Public Health Director ✹
- Public Health Social Worker
- Advanced Practice Psychiatric Nurse ✹
- Audiologist ✹
- Behavioral Health Consultant/Counselor
- Biogerontologist
- Chiropractor
- Child Psychiatrist
- Dentist
- Dietitian
- Health Psychologist
- Hospitalist ✹
- Internist
- Eating Disorder Counselor/Therapist
- Eating Disorder Care Providers
- Family and General Practitioners
- Occupational Health Psychologist
- Outpatient Therapist
- Medical Social Worker ✹
- Naturopathic Physician ✹
- Neurologist ✹
- Neuropathologist ✹
- Neurosurgeon ✹
- Nurse Practitioner ✹
- Optometrist ✹
- Pediatric Psychologist
- Pediatrician
- Pharmacologist
- Physiatrist ✹
- Physician
- Physician Assistant ✹
- Psychiatrist
- Psychiatric Social Worker ✹
- Public Health Psychologist
- Rehabilitation Psychologist
- Veterinarian

Human Resources

- Benefits Manager
- Disability Policy Worker
- Disability Case Manager
- Disability Support Worker
- Employee Health Program Specialist ✹
- Employee Relations Specialist
- Employment Interviewer
- Human Resource Advisor
- Job Analyst
- Labor Relations Manager
- Labor Relations Specialist
- Occupational Analyst
- Personnel Recruiter ✹
- Career/Employment Counselor
- Organizational Development Specialist

Law and Law Enforcement

- Conservation Officer
- Coroner
- Correctional Treatment Specialist
- Corrections Officer ✹
- Criminal Investigator or Detective
- Delinquency Prevention Social Worker ✹
- Fire / Arson Investigator
- Immigration Officer
- Paralegal or Legal Assistant
- Police Officer ✹
- Polygraph Examiner
- Probation or Parole Officer
- Security Manager ✹
- Sheriff or Deputy Sheriff ✹
- Victims' Advocate
- Criminal Psychologist
- Forensic Psychologist
- Legal Psychologist
- Lawyer ✹
- Operational Psychologist

Military

- Army Infantry Officer
- Army Mental Health Specialist
- Military Intelligence Officer
- Veterans Contact / Service Representative
- Veterans Counselor
- Army Psychologist
- Air Force Psychologist
- Military Chaplin
- Military Counselor
- Military Psychologist
- Navy Clinical Psychologist
- Navy Research Psychologist
- Operational Psychologist

Psychology

- Adolescent Psychologist
- Air Force Psychologist
- Analytical Psychologist
- Army Psychologist
- Aviation Psychologist
- Biological Psychologist
- Child Psychologist
- Christian Psychologist
- Clinical Psychologist
- Cognitive Psychologist
- Community Psychologist
- Comparative Psychologist
- Consulting Psychologist
- Consumer Psychologist
- Counseling Psychologist
- Criminal Psychologist
- Cross Cultural Psychologist
- Developmental Psychologist
- Educational Psychologist
- Engineering Psychologist ✹
- Environmental Psychologist
- Evolutionary Psychologist
- Existential Psychologist
- Experimental or Research Psychologist
- Forensic Psychologist
- Gender Psychologist
- Geriatric Psychologist
- Health Psychologist
- Humanistic Psychologist
- Industrial/Organizational Psychologist ✹
- Legal Psychologist
- Occupational Health Psychologist
- Operational Psychologist
- Media Psychologist
- Military Psychologist
- Music Psychologist
- Navy Clinical Psychologist
- Navy Research Psychologist
- Neuropsychologist
- Pediatric Psychologist
- Personality Psychologist
- Performance Psychologist
- Positive Psychologist
- Psychoanalyst
- Physiological Psychologist
- Political Psychologist
- Public Health Psychologist
- Psychometrist
- Rehabilitation Psychologist
- Religion Psychologist
- School Psychologist
- Social Psychologist
- Spiritual Psychologist
- Sport Psychologist
- Traffic Psychologist
- Transpersonal Psychology
- Quantitative Psychologist
- Vocational Psychologist

Religion and Spirituality

- Youth Minister
- Christian Psychologist
- Military Chaplin
- Minister/Priest/Rabbi/Chaplain
- Pastoral Counselor
- Religion Psychologist
- Spiritual Psychologist
- Spiritual or Meditative Counselor
- Transpersonal Psychologist

Social and Human Services

- Caseworker or Case Manager ✹
- Child Placement Social Worker
- Child Protection Social Worker ✹
- Community Organization Worker
- Community Worker
- Crisis Intervention Counselor
- Geriatric Social Worker
- Group Worker
- Social and Human Services Aide ✹
- Clinical Social Worker
- Mental Health Social Worker
- Psychiatric Social Worker ✹
- Social Gerontologist
- Social Work Teacher, Postsecondary
- Substance Abuse Social Worker ✹

Sport, Recreation, and Fitness

- Activities Director
- Coach/Scout ✹
- Fitness/Personal Trainer
- Recreation Leader or Supervisor
- Recreational Therapist
- Exercise Therapist
- Performance Psychologist
- Sport Psychologist

Technology

- Computer Programmer ✹
- Data Base Administrator
- Data Base Design Analyst ✹
- Software Developer ✹
- Systems Analyst ✹
- User Experience Analyst
- Human Factors Engineer ✹

Therapy

- Physical Therapist Assistant ✹
- Recreational Therapist
- Applied Behavioral Analysis Therapist
- Art Therapist ✹
- Dialectical Behavioral Therapist
- Existential Therapist
- Holistic Therapist
- Marriage/Family Counselor/Therapist ✹
- Music Therapist ✹
- Occupational Therapist ✹
- Outpatient Therapist
- Pediatric Therapist
- Physical Therapist ✹
- Primary Therapist
- Psychoanalytic Therapist
- Psychotherapist
- Reality Therapist
- Sex Therapist
- Therapist for the Blind ✹

Other

- Actor
- Airline Pilot
- Animal Trainer
- Arbitrator/Mediator/Ombudsman
- Life Coach
- Conference/Wedding/Event Planner ✹
- Photographer
- Research Assistant
- Technical Writer
- Transformational Coach
- Volunteer Coordinator
- Applied or Analytical Statistician ✹

Occupations For Psychology Majors With a Bachelor's Degree

Drew C. Appleby, PhD (Professor Emeritus of Psychology, IUPUI)

Teaching, advising, and mentoring thousands of psychology majors during my 40-year career helped me to identify and understand their career-preparation dilemmas. I discovered that the greatest challenge faced by my students who planned to enter the workforce with a bachelor's degree was composed of three parts: (1) deciding upon a broad occupational area in which they would like to work (e.g., business, health care, or social service); (2) identifying specific jobs in that area that would best fit their unique set of skills, values, and interests; and (3) creating and carrying out a plan to prepare themselves to enter and succeed in these careers. The authors of APA's most recent revision of its *Guidelines for the Undergraduate Psychology Major* also recognized this challenge and issued a strong recommendation to undergraduate psychology programs to help their students develop more meaningful professional direction by acquiring an understanding of the careers in which people with backgrounds in psychology are typically employed. In response to this challenge, I created a resource titled *An Online Career-Exploration Resource for Psychology Majors* (http://www.teachpsych.org/resources/Documents/otrp/resources/appleby16students.docx or http://teachpsych.org/psycareer). This resource consists of more than 2,400 hotlinks that can be used to explore 300 careers (organized into broad occupational categories) that psychology majors can prepare to enter. Persons employed in 56 of these careers are psychologists who must hold the appropriate graduate degree. Persons employed in the remaining 244 psychology-related careers (that require the demonstration of psychological knowledge and skills, but which do not carry the title of psychologist) are divided almost equally into two categories: those that can be entered with a bachelor's degree and those that require a graduate degree. The 12 boxes below contain the broad occupational areas and specific careers in these areas that psychology majors can prepare to enter with a bachelor's degree.

This poster can serve as a career-planning "starting point" that will provide you with a manageable introduction to my 81-page resource. Once you have used this poster to identify an occupation you would like to enter—and have utilized the resource's hotlinks to discover the skills and knowledge this career requires—your next step should be to make an appointment with an academic advisor in your department or a career counselor in your university's Career Center. The purpose of this meeting should be to collaborate with this person to create a plan that will enable your to enroll in the classes and engage in the extracurricular activities (e.g., internships, service learning, and leadership opportunities) that can provide you with opportunities to develop the knowledge and skills you will need to prepare for your chosen career. The next step will be to carry out this plan, and continue to work with your advisor/counselor to create the necessary documents and information you will need to be hired (e.g., a well-written cover letter, an impressive resume, and effective answers to challenging interview questions).

Business, Advertising, and Finance

Advertising Sales Agent, Assistant Bank Manager, Claims Supervisor, Customer Service Representative, Department Manager, Financial Advisor, Fund Raiser, Loan Counselor/Officer, Management Analyst, Market Research Analyst, Media Buyer, Pharmaceutical Sales Representative, Purchasing Agent, Real Estate Agent/Broker, Sales Representative, Public Relations Representative

Health and Medical Services

Child Life Specialist, Coroner, Health Care Facility Administrator, Health Coach, Health Information Specialist, Hearing Aid Specialist, Nurse, Paramedic, Patient Advocate, Patient Resources and Reimbursement Agent, Pharmaceutical Sales Representative, Physical Therapist Assistant, Psychiatric Aide/Technician, Public Health Director, Public Health Social Worker

Human Resources

Benefits Manager, Employment-Counselor, Disability Policy Worker, Disability Case Manager, Disability Support Worker, Employee Health Maintenance Program Specialist, Employee Relations Specialist, Employment Interviewer, Human Resource Advisor, Job Analyst, Labor Relations Manager, Labor Relations Specialist, Occupational Analyst, Personnel Recruiter

Law and Law Enforcement

Conservation Officer, Coroner, Correctional Treatment Specialist, Corrections Officer, Criminal Investigator, Delinquency Prevention Social Worker, Arson Investigator, Immigration Officer, Paralegal, Police Officer, Polygraph Examiner, Probation or Parole Officer, Security Manager, Sheriff or Deputy Sheriff, Victims' Advocate

Education

Admissions Evaluator, Alumni Director, Financial Aid Counselor, High School Teacher, Preschool Teacher. Special Education Teacher, Teacher for the Hearing Impaired, Teacher for the Learning Disabled, Teacher for the Mentally Impaired, Teacher for the Visually Impaired, Vocational Training Teacher

Social and Human Services

Caseworker or Case Manager, Child Placement Social Worker, Child Protection Social Worker, Community Organization Worker, Community Worker, Crisis Intervention Counselor, Geriatric Social Worker, Group Worker, Social and Human Services Assistant

Children and Families

Child Welfare/Protection/Placement Caseworker/Social Worker, Child Development Specialist, Child Life Specialist, Professional Parent, Adoptive Parent, Biological Parent

Sport, Fitness, and Recreation

Activities Director, Aerobics Instructor, Coach, Scout, Fitness Trainer, Personal Trainer, Recreation Leader, Recreation Leader Supervisor, Recreational Therapist

Military

Army Infantry Officer, Army Mental/Behavioral Health Specialist, Military Intelligence Officer, Veterans Contact/Service Representative, Veterans Counselor

Technology

Computer Programmer, Data Base Administrator, Data Base Design Analyst, Software Developer, Systems Analyst

Counseling and Therapy

Crisis Intervention Counselor, Rehabilitation Counselor, Substance Abuse Counselor, Physical Therapist Assistant, Recreational Therapist

Other

Actor, Airline Pilot, Animal Trainer, Mediator, Interior Designer, Life Coach, Event Planner, Photographer, Research Assistant, Technical Writer, Volunteer Coordinator, Youth Minister

Careers for Psychology Majors That Require a Graduate Degree

Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

Teaching, advising, and mentoring thousands of psychology majors during my 40-year career helped me identify and understand their career-preparation dilemmas. I discovered that one of the greatest challenges faced by my students who planned to enter a career that requires a degree beyond the bachelor's is the amazing array of these careers from which they can choose. the workforce with a bachelor's degree was composed of three parts: (1) deciding on a broad occupational area in which they would like to work (e.g., business, health care, or social service); (2) identifying specific jobs in that area that would best fit their unique set of skills, values, and interests; and (3) creating and carrying out a plan to prepare themselves to enter and succeed in these careers. The authors of APA's most recent revision of its *Guidelines for the Undergraduate Psychology Major* also recognized this challenge and issued a strong recommendation to undergraduate psychology programs to help their students develop more meaningful professional direction by acquiring an understanding of the careers in which people with backgrounds in psychology are typically employed. In response to this challenge, I created a resource titled *An Online Career-Exploration Resource for Psychology Majors* (**http://www.teachpsych.org/Resources/Documents/otrp/resources/appleby15students.docx**). This resource consists of more than 2,000 hotlinks that can be used to explore 284 careers (organized into broad occupational categories) that psychology majors can prepare to enter. Persons employed in 56 of these careers are psychologists who must hold the appropriate graduate degree. Persons employed in the remaining 228 psychology-related careers (that require the demonstration of psychological knowledge and skills, but which do not carry the title of psychologist) are divided almost equally into two categories: those that can be entered with a bachelor's degree and those that require a graduate degree. The 12 boxes below contain the broad occupational areas and specific careers in these areas that psychology majors can prepare to enter with a bachelor's degree. This poster can serve as a career-planning "starting point" by providing you with a manageable introduction to my 74-page resource. Once you have used it to identified an occupation you would like to enter—and have utilized the resource's hotlinks to discover the skills and knowledge this career requires—your next step should be to make an appointment with an academic advisor in your department or a career advisor in your university's Career Center. The purpose of this meeting should be to collaborate with the advisor to create a plan that will enable your to enroll in the classes and engage in the extracurricular activities (e.g., internships, service learning, and leadership opportunities) that will provide you with opportunities to develop the knowledge, skills, and characteristics you will need to prepare for your chosen career. The next step will be to carry out this plan, and continue to work with your advisor or career counselor to create the necessary documents and information needed to be hired (e.g., a well-written cover letter, an impressive resume, and effective answers to challenging interview questions).

Psychology
Adolescent Psychologist, Air Force Psychologist, Analytical Psychologist, Army Psychologist, Aviation Psychologist, Biological Psychologist, Child Psychologist, Christian Psychologist, Clinical Psychologist, Cognitive Psychologist, Community Psychologist, Comparative Psychologist, Consulting Psychologist, Consumer Psychologist, Counseling Psychologist, Criminal Psychologist, Cross Cultural Psychologist, Developmental Psychologist, Educational Psychologist, Engineering Psychologist, Environmental Psychologist, Evolutionary Psychologist, Existential Psychologist, Experimental/Research Psychologist, Forensic Psychologist, Gender Psychologist, Geriatric Psychologist, Health Psychologist, Humanistic Psychologist, Industrial/Organizational Psychologist, Legal Psychologist, Occupational Health Psychologist, Operational Psychologist, Media Psychologist, Military Psychologist, Music Psychologist, Navy Clinical Psychologist, Navy Research Psychologist, Neuropsychologist, Pediatric Psychologist, Personality Psychologist, Performance Psychologist, Positive Psychologist, Psychoanalyst, Physiological Psychologist, Political Psychologist, Public Health Psychologist, Psychometrist, Rehabilitation Psychologist, Religion Psychologist, School Psychologist, Social Psychologist, Spiritual Psychologist. Sport Psychologist, Traffic Psychologist, Transpersonal Psychology, Quantitative Psychologist, Vocational Psychologist

Health and Medical Science
Advanced Practice Psychiatric Nurse, Audiologist, Behavioral Health Consultant/Counselor, Biogerontologist, Chiropractor, Child Psychiatrist, Dentist, Dietitian, Health Psychologist, Hospitalist, Internist, Eating Disorder Counselor/Therapist, Eating Disorder Care Providers, Family and General Practitioners, Occupational Health Psychologist, Outpatient Therapist, Medical Social Worker, Naturopathic Physician, Neurologist, Neuropathologist, Neurosurgeon, Nurse Practitioner, Optometrist, Pediatric Psychologist, Pediatrician, Pharmacologist, Physiatrist, Physician, Physician Assistant, Psychiatrist, Psychiatric Social Worker, Public Health Psychologist, Rehabilitation Psychologist, Veterinarian

Counseling
Career/Employment Counselor, Community Counselor, Counseling Psychologist, Depression Counselor, Genetic Counselor, Gerontological Counselor, Grief Counselor, Licensed Professional Counselor, Marriage/Family Counselor/Therapist, Mental Health Counselor, Military Counselor, Multicultural Counselor, Pastoral Counselor, School Guidance Counselor, Spiritual or Meditative Counselor, Suicide Counselor, Vocational Rehabilitation Counselor

Therapy
Applied Behavioral Analysis Therapist, Art Therapist, Dialectical Behavioral Therapist, Existential Therapist, Holistic Therapist, Marriage/Family Counselor/Therapist, Music Therapist, Occupational Therapist, Outpatient Therapist, Pediatric Therapist, Physical Therapist, Primary Therapist, Psychoanalytic Therapist, Psychotherapist, Reality Therapist, Sex Therapist, Therapist

Education
Academic Advisor or Counselor, Assessment Professional, Career or Vocational Counselor, College or University Professor, College or University Administrator, Director of College Admissions, Educational Psychologist, Psychometrist, School Guidance Counselor, School Psychologist, School Social Worker, Social Work Teacher (Postsecondary), Special Education Counselor, Speech Pathologist, Student Affairs Professional

Children and Family
Adolescent Psychologist, Child Abuse Counselor, Child Psychologist, Developmental Psychologist, Domestic Abuse or Violence Counselor, Family Counselor or Caseworker, Marriage/Family Counselor/Therapist, Pediatric Psychologist

Military
Army Psychologist, Air Force Psychologist, Military Chaplin, Military Counselor, Military Psychologist, Navy Clinical Psychologist, Navy Research Psychologist, Operational Psychologist

Religion and Spirituality
Christian Psychologist, Military Chaplin, Minister/Priest/Rabbi/Chaplain, Pastoral Counselor, Religion Psychologist, Spiritual Psychologist, Spiritual or Meditative Counselor, Transpersonal Psychologist

Social and Human Services
Clinical Social Worker, Mental Health Social Worker, Psychiatric Social Worker, Social Gerontologist, Social Work Teacher, Postsecondary, Substance Abuse Social Worker

Law and Law Enforcement
Criminal Psychologist, Forensic Psychologist, Legal Psychologist, Lawyer

Sport, Recreation, and Fitness
Exercise Therapist, Performance Psychologist, Sport Psychologist

Business
Consumer Psychologist, Executive Coach, Industrial/Organizational Psychologist

Human Resources
Career/Employment Counselor, Organizational Development Specialist

Technology
Human Factors Engineer

Other
Applied or Analytical Statistician

How to Use Your College Education to Develop the Skills That Employers Value

Drew C. Appleby, PhD (Professor Emeritus of Psychology, IUPUI)

Employers value seven basic categories of skills in college graduates during the hiring process (Appleby, 2014) and the presence or absence of these skills also determines whether new college hires succeed or fail on-the-job (Gardner, 2007). The three purposes of this poster are to (1) make you aware of these seven basic skill categories, (2) help you identify the specific skills within each of these categories, and (3) provide you with career-development advice about how to use both the curricular and extracurricular components of your undergraduate education to develop and/or strengthen these skills. If you lack these skills when you enter today's very competitive job market, you risk unemployment, job dissatisfaction, the disturbing realization that your job is not related to your major, and the very real possibility of having to accept a less-well-paying job that does not require a bachelor's degree. Once you become aware of these skills—and begin to collaborate with an academic or career advisor to create a semester-by-semester plan to attain them—then you can begin the process of including them in your cover letters and resumes in ways that will convince employers to hire you. Do not postpone your attempts to develop these skills. Begin this process NOW, not tomorrow, not at the end of this semester, and absolutely not until after you graduate when your undergraduate education has ended and it will be too late to use it to develop these skills.

Communication Skills

Writing, speaking, listening, and reading

It is important to understand that people employed in the positions to which most college graduates aspire must not only write and speak clearly, coherently, and persuasively, but must also attend to, remember, understand, and act upon the information they read and hear. All students take basic communication courses such as English Composition and Speech. Unfortunately, many students do not understand the relevance of the skills taught in these courses to their professional futures and therefore take them to simply "get them out of the way" rather than to learn from them. Please take these courses seriously; without the skills they teach, you will put yourself at risk not only in the process of acquiring a job, but also in your ability to succeed in that job and to keep it once you are hired. Take advanced classes in these areas (e.g., Interpersonal Communication and Technical Writing), and to seek out experiences that will provide you with opportunities to practice your ability to read, listen, write, and speak (i.e., classes that require extensive reading assignments, information-rich lectures, demanding written assignments, and formal oral presentations.

Critical Thinking and Research Skills

Applying information to solve organizational problems
Using statistical skills to summarize, organize, and analyze data
Finding, gathering, and organizing information from a variety of sources
Creating new knowledge by integrating existing information

Employers seek out people who can solve problems, analyze data, and create new ideas. One way to develop the critical thinking and research skills that employers value is to participate in research projects that require the following six critical thinking skills: (1) the retention and comprehension of information about the subject of the research, (2) the analysis and evaluation of the body of research upon which the research is based, and (3) the creation and testing of new hypotheses and the application of research findings to advance knowledge and/or improve the quality of human life. (Note that research refers to any systematic and organized method of asking questions and finding answers to these questions. It is not limited to the research method(s) of any particular academic discipline or area.)

Collaboration Skills

Working well in groups
Dealing sensitively and effectively with diverse populations
Exhibiting various forms of leadership, including supervising, influencing, and motivating others

Your employer will require you to perform complex tasks that require teamwork. No one works alone, and almost all teams are composed of people who differ in terms of gender, race, culture, ethnicity, religion, marital status, education, socio-economic status, sexual orientation, age, and physical or mental ability. The skills necessary to be a productive member of a diverse team can only be acquired through practice and the best place to practice these skills is in course-based group projects or extracurricular activities that involve working with groups composed of diverse members. The worst possible thing you can do is to isolate yourself from diversity by deliberately deciding to live, study, work, and spend your leisure time with only those students who are similar to you.

Self-Management Skills

Being flexible and adaptable
Learning new skills and information
Managing time, stress, and conflict successfully

Employers avoid hiring people whose inability to manage time, stress, or conflicts causes them to perform poorly on the job by missing deadlines, exhibiting stress-related problems, or lowering workplace morale. Strengthen your self-management skills in college by seeking out courses whose instructors expect you to perform in the same responsible, conscientious, and mature ways that your future employers will demand. Avoid classes taught by instructors (1) whose classes are perceived as non-stressful because their subject matter is easy or that they do not require you to learn new skills, (2) who reinforce procrastination and irresponsible behavior by accepting late assignments or allowing you to make up missed tests, and (3) who do not seem to care if you come to class late, leave class early, or miss class entirely.

Professional Skills

Organizing, planning, and carrying out projects
Managing resources
Acting and dressing in a professional manner

Employers want to hire employees who can carry out tasks in a professional manner. Therefore, you should choose classes taught by instructors who have the same high expectations as employers, such as those who (1) help students develop a strong work ethic by providing them with opportunities to work hard and receive high grades only for excellent work; (2) do not allow students to make up for low performance on assignments or tests with extra credit; (3) require students to plan, organize, and carry out complex projects; and (4) do not tolerate behaviors in their classrooms that are unacceptable on-the-job (e.g., texting, surfing the Web, or receiving cell phone calls; coming to class unprepared to participate; falling asleep, or behaving and dressing in a distracting manner that disrupts the learning process).

Technological Skills

Computer literacy, word processing, and email

You must realize that texting your friends, checking social media, and shopping online are not skills valued by employers. In fact, the presence of these actions on-the-job can lead to highly undesirable outcomes. Employers expect their employees to select and use appropriate technological tools to identify, locate, acquire, store, organize, display, analyze, and evaluate verbal, numerical, and visual information. Therefore, students should enroll in classes that require (1) papers written with word-processing programs, (2) the organization of information with databases, (3) the manipulation of numbers with spreadsheets, (4) the analysis of data with statistical programs, (5) the location of information with search engines, (6) the enhancement of speeches with presentation software, and (7) communication with their instructors and fellow students via the Internet. Savvy job-seeking students master these skills while they are in college so they can "hit the ground running" when they are hired and not waste their employers' time by having to learn these skills on-the-job.

Ethical Reasoning Skills

The ability to make ethical decisions based on appropriate ethical knowledge and the willingness to act on these decisions

Although this was the least often mentioned skill by employers during the hiring process, it is crucially important for job-seeking college students to possess because of the dire consequences for new hires who fail to demonstrate it on-the-job. You should be aware that job interviews can include questions designed to evaluate your ability to think and act in an ethical manner, such as "Tell me about a project that required you to be aware of and act in accordance with a set of ethical principles." The only way to answer this question in a credible manner is to have actually participated in such a project. Therefore, you should engage in (1) research projects that require the creation of IRB protocols, (2) writing assignments that conform to guidelines prohibiting plagiarism, and (3)internships that require you to be aware of, understand, and act according to ethical guidelines such as those you would need to follow when you would work with clients whose confidentiality must be protected or who may be exposed to risks.

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Gardner, P. (2007). Moving up or moving out of the company? Factors that influence the promoting or firing of new college hires. East Lansing, MI: Michigan State University. Retrieved from http://ceri.msu.edu/publications/pdf/brief1-07.pdf

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If you would like copies of a sample cover letter and resume that have been created using skills as their organizational structure, please email me at dappleby@iupui.edu. These are Word documents you can modify to include your own contact information, career objectives, and skills.

A Skills-Based Cover Letter and Resume for Job-Seeking Psychology Majors

Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

There are several types of skills that employers value in new college graduates during the hiring process (see Appleby, http://psych.iupui.edu/sites/default/files/academic_advising_strategies_for_job-seeking_college_students.pdf). If you plan to seek employment immediately after graduation, then you should (1) become aware of these skills, (2) utilize your educational and employment opportunities to develop these skills, and (3) create cover letters and resumes that will effectively communicate your possession of these skills to potential employers. Please note how the following documents clearly communicate their author's awareness of the skills required by the job to which she is applying, the manner in which she obtained these skills, and—in some cases—the positive outcomes of her use of these skills. The purpose of this poster is to provide you with realistic examples of a well-written cover letter and an effective resume so you can use them as templates for your own cover letters and resumes without having to create them from scratch. Please feel free to capture these documents digitally directly from this poster or to obtain them as Word documents from the author by contacting him at dappleby@iupui.edu. Author's Note: I would like to acknowledge the assistance of Dr. Lance Erikson, the Director of the Idaho State University Career Center, for his professional expertise and guidance during the creation of these documents.

Kristen C. Kelly
2060 Magnolia Avenue, Atlanta, GA 39807
Residence: (404) 123-4567 ~ Cell: (545) 549-8721 ~ Email: kckelly@gmail.com

April 11, 2017

Mr. Daniel Troutman
Director of Human Resources
Roswell Industries
1984 Abernathy Road
Atlanta, GA 30276

Dear Mr. Troutman,

I would like to apply for the Department Manager position you posted on *Glassdoor*. I feel confident that I am well-qualified for this position, and that I can use the skills I have developed in school, during my internship, and on-the-job to make a significant contribution to Roswell Industries. As indicated by my enclosed resume, I will receive a Bachelor of Science degree in Psychology, a Minor in Communications, and a Certificate in Organizational Leadership and Supervision from Georgia State University on May 25, 2017.

The description of this position indicates that the successful applicant should possess strong communication, collaboration, critical thinking, leadership, and self-management skills and exhibit high ethical standards in a variety of contexts. The combination of classes, extracurricular activities, and work experiences I chose to engage in during my undergraduate education provided me with multiple opportunities to develop and strengthen these skills and to use them to produce positive outcomes in both my academic and workplace settings. For example, when I was promoted to night manager at Starbuck's, I used my communication, collaboration, critical thinking, and leadership skills to create a series of brief weekly "Barista Buzz" meetings during which I solicited and received both positive and negative feedback from the five baristas I managed and then used their feedback to create and implement changes that produced a 20% decrease in employee turnover.

I would also like you to be aware that my high level of motivation and strong work ethic enabled me to complete my bachelor's degree, my minor, and my certificate in four years, and that I graduated with no student-loan debt as a result of maintaining my academic scholarship with a 3.56 grade point average while working 20 hours a week at Starbucks.

I would be most happy to meet with you to further describe my qualifications for and interest in this position. I look forward to receiving your reply to this letter.

Sincerely,

Kristen C. Kelly

Kristen C. Kelly

Enclosure: Resume

Kristen C. Kelly
2060 Magnolia Avenue, Atlanta, GA 39807-1674
Residence: (404) 123-4567 ~ Cell: (545) 549-8721 ~ Email: kckelly@gmail.com

OBJECTIVE: I am seeking a Department Manager position at Roswell Enterprises where I can utilize the skills I developed in college, during my internship, and on-the-job to enhance employee growth and company success.

EDUCATION:

Bachelor of Science in Psychology, *Georgia State University, Atlanta* *2017*
- Minor in Communications *2017*
- Certificate in Organizational Leadership and Supervision *2017*

WORK EXPERIENCE:
- **Intern,** *Turner Broadcasting Human Resources Department, Atlanta* *2017*
- **Night Manager**, *Atlanta Underground Starbucks* *2012-present*
- **Barista**, *Atlanta Underground Starbucks* *2011-2012*

SKILLS:

Communication Skills - *developed in my Speech, English Composition, Interpersonal Communication, and Business Writing classes and demonstrated during my presentation at the Georgia State University Psychology Undergraduate Research Conference*
- Speaking in a clear, organized, and persuasive manner.
- Listening actively by giving full attention to what other people say and understanding the points they make.
- Writing in a manner that is understandable, logical, convincing, and free from grammatical and spelling errors.
- Reading complex materials, comprehending their meaning, and identifying their major points.

Collaboration Skills - *learned in my Social Psychology class and implemented in my Applied Organizational Leadership class in which student teams served as consultants to downtown Atlanta companies to solve specific business problems.*
- Working effectively in diverse groups.
- Building consensus that leads to the solution of complex problems.
- Exhibiting social perceptiveness by being aware of others' reactions and understanding why they react as they do.

Critical Thinking and Research Skills - *developed in my Research Methods and Industrial/Organizational Psychology classes.*
- Solving problems by identifying and evaluating information to develop options and implement solutions.
- Identifying the strengths and weaknesses of alternative approaches or solutions to problems.
- Gathering and evaluating information from many sources and using statistical skills to summarize and analyze data.

Leadership Skills - *developed in my Interpersonal Skills for Leadership, Team Dynamics for Leadership, and Project Management classes, and when I served as the President of Georgia State's Psi Chi Chapter.*
- Scheduling, organizing, and conducting meetings.
- Delegating duties and following up to ensure that duties are performed in a timely and successful manner.
- Planning and executing major events under significant financial and time constraints.
- Creating Georgia State's first Honors Day by collaborating with ten other campus honor societies.

Professional and Self-Management Skills - *developed as an intern in the Turner Broadcasting Human Resources Department, working 20 hours a week as a barista and night manager at Starbucks, and enrolling in classes that contained time, stress, and conflict management components.*
- Monitoring and assessing my own performance and the performance of others.
- Evaluating the effectiveness of organizational policies and procedures to make improvements or take corrective actions.
- Managing human resources by motivating, developing, and directing people and identifying the best people for the job.
- Creating strategies to manage my own time, stress, and conflicts and providing assistance to others to do the same.

Ethical Skills - *developed in my Ethical Decisions in Leadership class, during a research project that involved the creation of an institutional review board ethics protocol, in writing assignments that conformed to strict APA-style guidelines that prohibit plagiarism, and during an internship that required strict client confidentiality.*
- Possessing the capacity to make ethical decisions based on accurate ethical knowledge.
- Displaying the willingness and ability to act on my personal ethical decisions.
- Holding others to high ethical standards, and taking appropriate actions when these standards are violated.

- References Available Upon Request -

What Your Transcript Says About You, and What You Can Do If It Says Things You Do Not Want Other People to Hear

Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

You will share your transcript with important people in the future (e.g., potential employers and graduate school admissions committees), and it will tell them a great deal about your potential as an employee or a graduate student. Let me bring your attention to 11 different transcripts to (1) see what they communicate about their owners and then (2) identify four strategies you can use to "fix" the problems that exist in the first 10. Once you have addressed the quality of your transcript, it will them be time to turn your attention to other documents you will use to convince others to say "yes" to your application for a job or graduate school: your resume, *curriculum vitae*, personal statement, and letters of recommendation.

Transcript #1: Low Grades → This transcript contains mostly Cs, a few Bs, and an occasional D. It says, "My owner does not possess the ability and/or motivation to excel in a traditional college or university curriculum."

Transcript #2: Mixed Grades → This transcript contains a variety of grades ranging from very low to very high. It says, "My owner is capable of doing good work in some areas, but you will be disappointed in his/her performance in others."

Transcript #3: Low Grades in Methods Courses → This transcript contains high grades in content courses (e.g., abnormal, personality, and developmental psychology), but low grades in methods courses such as statistics, psychological testing, and research methods. This transcript says, "My owner knows a great deal of psychological knowledge, but is either uninterested in or unable to apply the methods that psychologists use to discovered this knowledge.

Transcript #4: Declining Performance → This transcript reflects a high overall GPA, but shows much stronger freshman/sophomore performance than junior/senior performance. It says, "My owner is experiencing a motivational decline."

Transcript #5: Withdrawals → This transcript contains high grades, but is riddled with withdrawals from important and/or demanding classes (e.g., statistics and research methods). It says, "My owner is a grade protector who believes that grades are more important than learning and who escapes from challenging situation whenever possible."

Transcript #6: Delay in Taking Difficult Classes → This transcript reveals that difficult classes (e.g., statistics and/or research methods) were taken much later than the department intended. It says, "My owner tends to put off doing challenging things until the last minute or until they can no longer be avoided." Neither potential employers nor graduate school admissions committees are likely to smile upon this combination of procrastination and avoidance of difficult tasks.

Transcript #7: Easy Electives → This transcript contains electives that are easy and/or produced high grades, rather than to acquire specific skills or knowledge. It says, "My owner will chose the easy way out when given the choice."

Transcript #8: Sporadic Academic Career → This transcript reveals a sporadic academic career, with classes from a number of different schools, occasional gaps of several years between schools, and a combination of part-time and full-time class loads. It says, "My owner has lived a very complicated life and, if the best indicator of future performance is past performance, then this pattern will continue on-the-job or in graduate school."

Transcript #9 No Attempt to Specialize → This transcript shows the completion of the requirements for a bachelor's degree, but does not reflect an attempt to develop an in a particular area of psychology (e.g., I/O psychology, neuroscience, or clinical psychology). It says, "My owner lacks direction, is not goal oriented, simply wanted to earn a degree, or was unwilling to put forth the effort to develop a specialized set of knowledge and/or skills in a particular area of psychology."

Transcript #10: No Application of Knowledge and Skills → This transcript contains no evidence of the application of psychological knowledge or skills (i.e., no independent research projects, internships, practica, volunteer work, or service learning). This transcript says, "My owner has acquired the necessary book learning in psychology, but has not yet put this knowledge to practical use in an applied setting."

Transcript #11: The Model Transcript → This transcript reveals the opposite of what has been reflected in the previous ten. It says, "My owner has earned high grades in challenging courses with a minimum of withdrawals, has "found" himself/herself (as demonstrated by steadily increasing academic performance and the choice of relevant electives), has chosen classes to develop the skills (in methods classes) and knowledge (in content classes) necessary for a particular career or graduate program, and has progressed toward this goal in a steady and reliable manner by first mastering the information presented in the classroom and then applying this knowledge in the laboratory, on the job, or in the community."

What Strategies Can I Use If I Need to "Fix" My Transcript? → It is never too late to start creating your transcript in #11's image. If you are a first-semester freshman, you have control of your transcript because it is blank. If you are an upperclassman, you still have time to create the rest of its contents so it can begin to look more like transcript #11 and less and less like the other 10. Below are four strategies you can use to help your transcript speak more positively about you.

Strategy #1: Repeat Courses → This strategy pertains to transcripts that reflect weak academic performance (e.g., #1, #2, #3, and #4). If some of your grades are less than impressive, you should consider repeating a few courses whose grades speak poorly of your abilities in crucial areas (e.g., that C- in statistics). My students can retake up to 15 hours of course work and replace their old grades with their new ones. You may not relish the idea of repeating classes, but when you compare this cost with the difference between a high- or low-paying job or an acceptance or a rejection letter from the graduate school of your choice, you will quickly realize this may be one of the wisest investments you will ever make.

Strategy #2: Tell Your Story or Have Someone Else Tell It For You → This strategy pertains to transcripts that reflect erratic or nonstandard enrollment patterns. If there are legitimate reasons for your withdrawals (#5), your postponed classes (#6), your unchallenging electives (#7), and/or your sporadic academic career (#8), these reasons must be explained. Your personal statement and letters of recommendation can enable others to answer the question "why" when they evaluate a puzzling transcript. If your choice of electives may be a concern, you can use your personal statement to explain how they relate to your career or graduate school aspirations, but be sure not to be defensive by blaming your past problems on other people or situations. You can also ask one of your letter-of-recommendation authors to address this issues, but be sure this person is familiar enough with your educational and personal history to provide a convincing explanation.

Strategy #3: Add Courses → This strategy pertains to transcripts that do not reflect a pattern of knowledge and skills in a particular area of psychology (#9). Some schools design their curriculum to insure a broad introduction to the discipline, which make it difficult for a transcript to reflect a concentration in a particular area of psychology. However, electives from other departments can demonstrate the development of a particular pattern of knowledge and skills. Business courses would be appropriate if human resources is your goal. Biology and chemistry courses can provide supporting skills and knowledge if you plan to pursue behavioral neuroscience. A minor in one of these areas would be even more impressive.

Strategy #4: Document Your Experience → This strategy pertains to transcripts that reflect no evidence of the application of psychological knowledge or skills (#10). This is where your supporting materials become crucial again. A letter of recommendation from your supervisor when you volunteered as an aid at your local psychiatric hospital or as a Big Brother or Big Sister could speak volumes about your ability to put your psychological knowledge and skills to work. A paragraph in your personal statement and a section in your resume that describe your responsibilities in your summer job as an administrative assistant in a human resources department also would be very impressive.

Conclusion → It is important to remember that there is no such thing as a perfect transcript in the same way that there is no such thing as a perfect cover letter, letter of recommendation, or personal statement. No document is perfect, and no person is perfect. The lesson to be learned from this is that you must create your transcript—and your other supporting documents—so that they portray you as a uniquely desirable job candidate or graduate school applicant. You can do this by (1) deciding what you want to do after you graduate, (2) finding out how you must change yourself to accomplish this goal, (3) determining how you can use the remainder of your undergraduate education to make these changes, and then (4) doing everything in your power to accomplish these changes. If you take this advice to heart—and then put it into action—your transcript will communicate very positive things about you to anyone who reads it.

Five Services Provided by Your Career Center . . . and How to Use Them

Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

You may not realize this, but part of your tuition is used to staff and maintain your college or university's Career Center whose purpose is help you prepare for and enter the job market. It would be a real shame to waste this money by not taking advantage of what this office has to offer, especially if you are uncertain about your post-graduation future. The purpose of this poster is to bring your attention to the services that your Career Center offers and to provide you with advice about how to take advantage of these services to obtain the career of your choice.

Career Fairs and On-Campus Interviews

These might be large, semi-annual events scheduled months in advance, or they could be small, almost pop-up sessions with a single employer. To ensure you don't miss any opportunities, sign up for electronic alerts and stay in touch with your career advisor throughout the year.

Internships

Almost all schools offer at least a basic internship matching program. The sooner you connect with your Career Center, the better, as some of these opportunities are competitive. Even without a formal program in place, it's reasonable to ask your school for help in landing an internship for the summer after graduation. This can be an especially good strategy if you think your job search won't produce an offer by graduation.

Mentor or Alumni Matching Programs

Even if your school doesn't have a formal matching program, they should be able to link you with others in an occupation you would like to explore. Your goal in accessing this help is to jumpstart your networking while gaining helpful tips for entering and succeeding in your career.

Job Matching, Job Leads, Direct Placement

Depending on your program, you may find that your Career Center is able to link you directly to employers seeking candidates. The best way to receive this assistance is to make your goals known and check in often. Not all of these matches are made formally, so sometimes the student who is best known is the one recommended to employers who call.

Job Search Preparation Strategies Such as Interview Practice, Resume Development, and Hidden Market Strategies

In some schools, you can't miss these offerings because they are bundled into required classes. Even so, it pays to access all the advice you can. Preparing your cover letter, resume, and LinkedIn bio early will make it easier to respond to last-minute opportunities, and participating in practice interview sessions will give you the confidence needed to succeed.

This poster is a modified version of an article titled *Make Use of Your College Career Center's Services* by Amy Lindgren that appeared in the March 6, 2016 edition of the *Atlanta Journal-Constitution*.

How to Avoid the Kisses of Death in the Graduate School Application Process

Drew C. Appleby (IUPUI) and Karen M. Appleby (Idaho State University)

Psychology majors are offered many suggestions about *what they should do* when they apply to graduate school, but few about *what they should NOT do*. This poster summarizes the responses of 88 chairpersons of psychology graduate school admissions committees who were asked to provide "a brief description of one or two examples of things that otherwise strong applicants to your program included in their application materials that caused your admissions committee members to draw less positive conclusions about them than if they had not included these kisses of death." Becoming aware of, understanding, and avoiding the kisses of death can increase your chances of being accepted into the graduate program of your choice.

Damaging Personal Statements

- Avoid excessively altruistic statements (e.g., "I just want to help people."). Graduate faculty could interpret these statements to mean you believe a strong need to help others is more important to your success in graduate school than a desire to perform research and engage in other academic and professional activities.
- Avoid providing excessively self-revealing information. Faculty may interpret such information as a sign you are unaware of the value of interpersonal or professional boundaries in sensitive areas.
- Avoid inappropriate humor, attempts to appear cute or clever, and references to God or religious issues when these issues are unrelated to the program to which you are applying. Admissions committee members may interpret this type of information to mean you lack awareness of the formal nature of the application process or the culture of graduate school.

Flawed Letters of Recommendation

- Avoid letters of recommendation from people who do not know you well, whose portrayals of your characteristics may not be objective (e.g., a relative), or who are unable to base their descriptions in an academic context (e.g., your minister). Letters from these authors can give the impression you are unable or unwilling to solicit letters from individuals whose depictions are accurate, objective, or professionally relevant.
- Avoid letter of recommendation authors who will provide unflattering descriptions of your personal or academic characteristics. These descriptions provide a clear warning that you are not suited for graduate study.
- Choose your letter of recommendation authors carefully. Do not simply ask potential authors if they are willing to write you a letter of recommendation; ask them if they are able to write you a *strong* letter of recommendation. This question will allow them to decline your request diplomatically if they believe their letter may be more harmful than helpful.

Lack of Information About the Program to Which You Are Applying

- Avoid statements that reflect a generic approach to the application process or an unfamiliarity with the program to which you are applying. These statements signal you have not made an honest effort to learn about the program from which you are saying you want to earn your graduate degree.
- Avoid statements that indicate you and the target program are a perfect fit if these statements are not corroborated with specific evidence that supports your assertion (e.g., your research interests are similar to those of the program's faculty). Graduate faculty can interpret a lack of this evidence as a sign that you and the program to which you are applying are not a good match.

Poor Writing Skills

- Avoid spelling or grammatical errors in your application. These errors are an unmistakable warning of substandard writing skills, a refusal to proofread your work, or your willingness to submit careless written work.
- Avoid writing in an unclear, disorganized, or unconvincing manner that does not provide your readers with a coherent picture of your research, educational, and professional goals. A crucial part of your graduate training will be writing; do not communicate your inability to write to those you hope will be evaluating your writing in the future.

Misfired Attempts to Impress

- Avoid attempts to impress the members of a graduate admissions committee with information they may interpret as insincere flattery (e.g., referring to the target program in an excessively complimentary manner) or inappropriate (e.g., namedropping or blaming others for poor academic performance). Graduate admissions committees are composed of intelligent people; do not use your application as an opportunity to insult their intelligence.

A full-text copy of the article whose results are summarized in this poster (see its reference below) can be accessed at:
http://www.unl.edu/psypage/psichi/Graduate_School_Application_Kisses_of_Death.pdf

Appleby, D. C., & Appleby, K. M. (2006). Kisses of death in the graduate school application process. *Teaching of Psychology, 33*(6), 19-24.

Poster design courtesy of the James Madison University Department of Psychology

How to Avoid the *Kisses of Death* in the College Application Process

Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)

Abundant advice is available to high school students about what they **should** do when they apply to college. But there is far less advice about the things they **should not** do (i.e., the Kisses of Death) that can decrease their chances of gaining admission to the college of their choice. The following slightly edited lists of don't for high school students and their parents come from an excellent book titled *Fiske Countdown to College: 41 To-Do Lists and a Plan for Every Year of High School*. This book is particularly valuable for high school students whose parents and siblings have not gone to college and, therefore, cannot rely on advice from their family about the college application process. Although some items in these lists are written in a humorous style, do not allow their humor to distract you from their truth.

The College Search Don't List

Any one of the following five blunders can put a crimp in your college search.

- **Don't Get Your Heart Set On Just One College**: There are hundreds of colleges where you could thrive. The frenzy of the college search is about getting into big name schools. But once you get beyond the name, little is unique about any particular place.
- **Don't Get Fooled By Phony "Honors":** Have you heard yet from "Who's Who Among American High School Students" or "The National Youth Leadership Forum?" These and other organizations sell products you can buy, not honors you have won.
- **Don't Obsess Over The Rankings**: Have you memorized the U.S. News & World Report rankings? We hope not. The rankings say little about where you would be happy. And besides, the rankings change every year for no obvious reason other than selling magazines.
- **Don't Pick Colleges To Impress**: Some people simply apply to the places their friends are looking at. The right college for a friend isn't necessarily the right one for you.
- **Don't Worry Too Much About The Weather**: Is the weather really that big a deal? If you want to pick a place to live based on the weather, wait until you are ready to pick a nursing home.

The College Visit Don't List

You'll be in unfamiliar territory and a little stressed. Try to avoid the following mishaps.

- **Don't Be Late**: There are few worse things that being late for an interview. You'll be lost, straining to see the signs for the admissions office, and frantically asking directions from passersby. Sound like fun? After this harrowing experience, your odds of enjoying your visit will be low.
- **Don't Be Intimidated**: You and your parents are about to buy a product that will cost anywhere from $50,000 to $250,000 over four years. Kick the tires and look under the hood. It is natural for you to focus on impressing the admissions office, but it is also the college's job to impress you.
- **Don't Have Knee-Jerk Reactions**: So what if the tour guide is not your favorite person? Or if the first two students you see look like geeks? Try to get the big picture while not being too swayed by little things which, though they are worth noting, may not have real significance. And try not to hate a school just because you visit on a rainy day.
- **Don't Treat Your Parents Like Dirt**: You would be amazed at how many students have cringe-inducing conversations with their parents as admissions officers look on in horror. If you're accustomed to addressing your mother like a servant, it is best not to advertise the fact.

The College Application Don't List

Some of these are worse than others, but all will cause you stress and may harm your chances.

- **Don't Have An Itchy "Send" Finger**: We know how badly you want to hit "send" and get it over with. Instead, at the first moment you are ready to hit "send," don't do it. Wait a few days, then proof again. We guarantee that you'll find mistakes that you missed the first time.
- **Don't Try To Pull Strings**: It's nice that your dad is on a first-name basis with your local Congressman, but that fact will not help you get in. If your grandparents gave the school $10 million, that will help.
- **Don't Fret About Where Others Apply**: Applicants become very protective about "their schools." If they find out that Ginny Genius is also applying to their top choice, they're heartbroken. But colleges have huge applicant pools and don't operate on a quota system that says only one student from a particular high school can get in. If your interests are different from Ginny's you may be competing in a totally different segment of the applicant pool.
- **Don't Apply Just To See If You'll Get In**: Talk about a waste of time and effort. And not just yours; the high school counselor and the admissions office will also need to pull extra duty. Doesn't everyone already have enough work to do? If you know you wouldn't go if admitted, don't apply.
- **Don't Get Post-ED Procrastination**: When students apply early decision (or early action), they should understand that the process doesn't end with filing the first application. Smart applicants keep working on their other applications until they get an ED acceptance.

The College Essay Don't List

Even the smartest students are capable of writing nightmarish essays. Avoid this fate.

- **Don't Make Everything Peachy Keen**: Many students edit out of their essays any sign of uncertainty or discord. But there are no perfect people, and if there were, they would write boring essays. Take an honest look at both the good and the bad.
- **Don't Pretend You Were Hit By Lightning**: Essay questions that talk about "significant experiences" make students believe that they must write about a life-changing event. Most people don't have experiences like this, but that doesn't stop hapless applicants from straining to write about them.
- **Don't Sound Flip Or Nonchalant**: Humor is okay, if it's funny, but sarcasm is generally not good. Seventeen-year-old cynics are not the most appealing people. The best way to be funny is to poke humor at yourself; mockery aimed at others can fall flat.
- **Don't Point Fingers**: If you are talking about a dip in your academic performance, never place even the slightest blame on the school or teachers. If you're talking about a disciplinary incident, take full responsibility. If you must discuss circumstances that put others in a negative light, talk to your counselor and consider having him or her put it in a letter of recommendation.
- **Don't Let Your Parents Write It**: In the days of paper applications, the kiss of death was when two kinds of handwriting appeared on an application. Today, Mom and Dad's fingerprints are less obvious, but they still show up in essays that suddenly change into the voice of a 50-year-old.

The College Student Parents' Don'ts List

Here are a few ways that overzealous parents can make the college-search process more difficult.

- **Don't Live Through Your Son Or Daughter**: Parents talk among themselves about the college search long before students have a clue. Unfortunately, parents can confuse what their friends think—or what will impress their friends—with what is best for their son or daughter. Let your child start with a clean slate.
- **Don't Be An Enabler**: Many students are passive because they know that eventually Mom or Dad will step in. If Mom and Dad stop doing so, a few things will slip through the cracks at first, but once a student realizes that he or she is the responsible one, fewer balls will drop. Better to establish the new pattern now than to wait until next year.
- **Don't Dismiss Colleges You've Never Heard Of**: Counselors try to convince students that the most famous colleges are not necessarily the best for them, but sometimes parents are an even tougher sell. Many excellent colleges are unknown to the general public because they don't have big-time sports teams, but often have exemplary reputations among those who know higher education (including graduate school admissions offices).
- **Don't Lose Patience**: Waiting for a teen to take control can be like water torture. Every parent gets frustrated now and then, but try to minimize the number of times you do so. The true test of the college search is not the end result, but whether you and your son or daughter can get through it on reasonably good terms.
- **Don't Overemphasize College Choice**: It is not the most important decision in anyone's life. For students who do an intelligent search and assemble good options, the final decision isn't significant at all. Success in life has less to do with where you go to college than who you are and what you can do.

Psychology Major: Myths & Facts

Myths about the Psychology Major	Facts about the Psychology Major
Myth: There are no jobs for psychology majors.	Fact: Psychology majors work in a variety of fields. Majors often decide what types of jobs to look for based on their professional interests. However, "psychology" jobs generally require a graduate degree. Explore our website for additional information: http://psyc.jmu.edu/ug/applyingforjobs.html
Myth: I do not need to meet with my academic advisor.	Fact: Although you are not required to meet with your advisor, regular meetings can help you attain your goals. You can look up your advisor's name on MyMadison.
Myth: If I want to help people, I have to study psychology.	Fact: Although Psychology is an excellent option, students interested in helping others should also explore social work and other related fields.
Myth: I have to complete an Honor's Thesis to be competitive for graduate school.	Fact: Only 10% of JMU Psychology Majors complete an Honors Thesis, while over 60% of Psychology Majors attend graduate school within 5 years of graduation. Completing an Honors Thesis is not necessary for admission to graduate school.
Myth: If you want to attend graduate school, you should have a double major and/or several minors.	Fact: Although graduate programs vary, most care about skills you have developed (e.g., research, writing, statistical, communication) instead of the number of majors or minors you have. Select courses and experiences to help build your skill set.

JOIN ENGAGE SHARE

WITH PSYCHOLOGY RELATED *Student Organizations*

JAMES MADISON UNIVERSITY

Poster created by
Mackenzie Kelley,
Psychology Writing Intern

PSI CHI

Psi Chi is the national honor society in Psychology. Its purpose is to encourage, stimulate, and maintain scholarship in Psychology and to promote scientific advancement in the field.

hallmd@jmu.edu

PSYCH SERVICE ORG (PSO)

The Psychology Service Organization (PSO) exists to make a positive difference as the members aim to meet the needs of the JMU community, Harrisonburg community, and the world. Members participate in and sponsor various service projects throughout the year.

evanswf@jmu.edu

pso.jmu@gmail.com

TO WRITE LOVE ON HER ARMS

"To Write Love on Her Arms" (TWLOHA) is a non-profit organization and movement dedicated to finding hope and support for anyone dealing with suicide, addiction, self-injury, and/or depression. We exist to create a community of hope by encouraging, inspiring, and investing directly into treatment and recovery.

twloha.jmu@gmail.com

ACTIVE MINDS

Interested in promoting positive mental health? Join the JMU chapter of Active Minds, a national organization dedicated to raising awareness about mental health and reducing the stigma surrounding mental illness.

activemindsjmu@gmail.com

PSYCH CLUB

The Psychology Club sponsors a variety of activities for the academic and professional enrichment of its members. The club is very active in community service, as well as campus events. Faculty or speakers are invited to discuss career opportunities, research, or professional interests.

lyonscw@jmu.edu

Concerned About Finding a Job? Investigate these Resources

Career and Academic Planning Resources
http://jmu.edu/cap

Recruit-A-Duke
- Access list of companies that recruit at JMU
- Register online for campus interviews
- Conduct a "mock interview" to practice your interviewing skills
- Post your resume for employers to view
- Receive the Recruit-A-Duke newsletter including job search tips and other information
- Sign up to receive targeted emails with job listings that meet your criteria

Other Services
- Check out the online psychology career guide
- Read from Sweats to Suits: The James Madison University Job Search Guide: http://jmu.edu/cap/sweats2suits
- Speak to a Career Advisor

Check out their library of career books. Selected titles include:
- Finding Jobs With a Psychology Bachelor's Degree: Expert Advice for Launching Your Career (Landrum, 2009)
- What Can You Do With a Major in Psychology? (O'Hara, 2005)

Department of Psychology Resources
http://psyc.jmu.edu/ug

Department Website and Facebook
- Department posts jobs online: http://psyc.jmu.edu/ug/jobs.html
- Job opportunities also posted on the Psychology Department's Facebook page
- Potential careers posted online: http://psyc.jmu.edu/ug/resourcecareers.htm
- Job application tips also posted online: http://psyc.jmu.edu/ug/applyingforjobs.html

Your advisor & your instructors
- Make an appointment with a faculty member for suggestions

Peer Advising
- Visit Peer Advising Office (1106 Miller Hall) for suggestions

Psychology Majors: Graduation Application Directions

Graduation Application Materials

Psychology Majors can pick up a **Graduation Application** and the **Graduation Application Checklist for Psychology Majors** from the Psychology Main Office (1120 Miller), Peer Advising Office (1106 Miller Hall), or online (http://psyc.jmu.edu/ug/graduation.html).

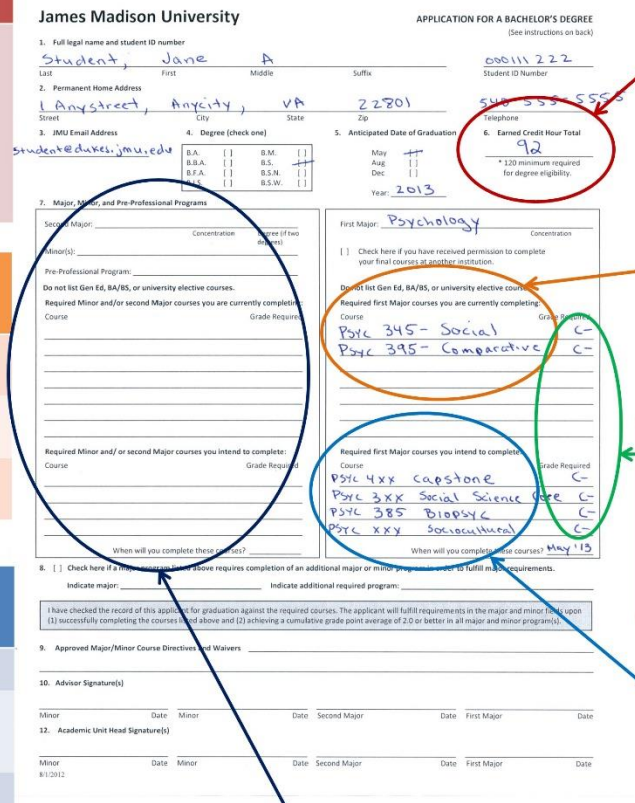
If you are completing requirements in:	Applications are due in the office of your first major:
December, 2012	April 15, 2012
May, 2013	October 15, 2012
August, 2013	February 15, 2013

In this order, obtain the required signatures by bringing your completed application to the following offices:

1. Minor Coordinator (if you have a minor).
2. Second Major Advisor & then Department Head (if you have a second major).
3. First Major Advisor & then Department Head. (For the Department Head signature in Psychology, leave with staff in Miller 1120; this step must be last.)

Do you need assistance with your graduation application?

- Visit this website: http://psyc.jmu.edu/ug/graduation.html.
- Visit the Psychology Peer Advising Office: Miller 1106.
- Ask your advisor.


James Madison University

APPLICATION FOR A BACHELOR'S DEGREE

(See instructions on back)

1. Full legal name and student ID number: Student, Jane A (Last, First, Middle, Suffix) — 000111222 (Student ID Number)
2. Permanent Home Address: 1 Anystreet, Anycity, VA 22801 (Street, City, State, Zip) — 540 555-5555 (Telephone)
3. JMU Email Address: student@dukes.jmu.edu
4. Degree (check one): B.A. [ ] B.M. [ ] B.B.A. [ ] B.S. [ ] B.F.A. [ ] B.S.N. [ ] B.S.W. [ ]
5. Anticipated Date of Graduation: May [ ] Aug [ ] Dec [ ] Year: 2013
6. Earned Credit Hour Total: 92 (* 120 minimum required for degree eligibility.)
7. Major, Minor, and Pre-Professional Programs

Second Major: ____ Concentration ____ Degree (if two degrees)

Minor(s): ____

Pre-Professional Program: ____

Do not list Gen Ed, BA/BS, or university elective courses.

Required Minor and/or second Major courses you are currently completing:

Course | Grade Required

Required Minor and/ or second Major courses you intend to complete:

Course | Grade Required

When will you complete these courses? ____

First Major: Psychology Concentration

[ ] Check here if you have received permission to complete your final courses at another institution.

Do not list Gen Ed, BA/BS, or university elective courses.

Required first Major courses you are currently completing:

Course | Grade Required
Psyc 345 - Social | C-
Psyc 395 - Comparative | C-

Required first Major courses you intend to complete:

Course | Grade Required
Psyc 4xx Capstone | C-
Psyc 3xx Social Science Core | C-
Psyc 385 BioPsyc | C-
Psyc xxy Sociocultural | C-

When will you complete these courses? May '13

8. [ ] Check here if a minor or second major above requires completion of an additional major or minor program to fulfill major requirements.

Indicate major: ____ Indicate additional required program: ____

I have checked the record of this applicant for graduation against the required courses. The applicant will fulfill requirements in the major and minor fields upon (1) successfully completing the courses listed above and (2) achieving a cumulative grade point average of 2.0 or better in all major and minor program(s).

9. Approved Major/Minor Course Directives and Waivers ____

10. Advisor Signature(s)

Minor Date | Minor Date | Second Major Date | First Major Date

12. Academic Unit Head Signature(s)

Minor Date | Minor Date | Second Major Date | First Major Date

8/1/2012

Note: You need 120 hours to graduate. 60 hours must be from 4-year schools.

Write in the **courses** you are currently taking that are required for your major.

1. For the Psychology Major, you need a C- or better in each course.
2. Your Psychology Major GPA must be 2.0 or higher.

Write in the **category** of required major courses you will need to take next semester.

Write in courses required for your second major and/or minor(s).

When listing courses, only list **required** courses for your major or minor. **Do not list electives or general education courses.**

Occupations For Psychology Majors With a Bachelor's Degree*

Alexis Grosofsky, Beloit College

Consider the following when thinking about life post-Beloit:

- decide on a broad occupational area in which you would like to work (e.g., business, health care, or social service)
- Identify specific jobs in that area that would best fit your unique set of skills, values, and interests
- create and carry out a plan to prepare yourself to enter and succeed in those careers

Areas that psychology majors can prepare to enter with a bachelor's degree...

Business, Advertising, and Finance: example jobs: Assistant Bank Manager, Claims Supervisor, Financial Advisor, Fund Raiser, Loan Counselor/Officer, Market Research Analyst, Pharmaceutical Sales Representative, Purchasing Agent, Real Estate Agent, Sales Representative, Public Relations Representative

Health and Medical Services: example jobs: Coroner, Health Care Facility Administrator, Health Coach, Health Information Specialist, Hearing Aid Specialist, Nurse, Paramedic, Patient Advocate, Physical Therapist Assistant, Psychiatric Aide/Technician, Public Health Director, Public Health Social Worker

Human Resources: example jobs: Benefits Manager, Employment-Counselor, Disability Policy Worker, Disability Case Manager, Employee Health Maintenance Program Specialist, Employment Interviewer, Human Resource Advisor, Labor Relations Manager, Personnel Recruiter

Law and Law Enforcement: example jobs: Corrections Officer, Criminal Investigator, Social Worker, Arson Investigator, Immigration Officer, Paralegal, Police Officer, Probation or Parole Officer, Security Manager, Sheriff or Deputy Sheriff, Victims' Advocate

Education: example jobs: Alumni Director, Financial Aid Counselor, Grade school Teacher, Special Education Teacher, Vocational Training Teacher

Social and Human Services: example jobs: Caseworker or Case Manager, Child Placement or Protection Social Worker, Community Organization Worker, Geriatric S
Services Assistant

Children and Families: example jobs: Child Welfare/Protection/Placement Caseworker or Social Worker, Child Development Specialist

Sport, Fitness, and Recreation: example jobs: Activities Director, Aerobics Instructor, Coach, Fitness Trainer, Personal Trainer, Recreation Leader, Recreational Ther

Military: example jobs: Officer, Army Mental/Behavioral Health Specialist, Military Intelligence Officer, Veterans Contact/Service Representative, Veterans Counselor

Technology: example jobs: Computer Programmer, Data Base Administrator, Data Base Design Analyst, Software Developer, Systems Analyst

Counseling and Therapy: example jobs: Crisis Intervention Counselor, Rehabilitation Counselor, Substance Abuse Counselor, Physical Therapist Assistant

Other: example jobs: Actor, Airline Pilot, Animal Trainer, Mediator, Interior Designer, Event Planner, Photographer, Research Assistant, Technical Writer, Volunteer Coord



www.becomeapsychologist.co.uk/ForensicPsychology/types/types-of-careers-in-psychology

An Online Career-Exploration Resource for Psychology Majors (**http://www.teachpsych.org/Resources/Documents/otrp/resources/appleby16students.docx**) has more than 2,400 hotlinks that can be used to explore 300 careers: 56 requiring an appropriate graduate degree and 244 psychology-related careers that require only a bachelor's degree.

***Adapted from Drew C. Appleby, PhD (Professor Emeritus of Psychology, Indiana University-Purdue University Indianapolis)**