Graduate Study in Psychology at UCM

What can I do with a Master’s degree in Psychology from UCM?
Our program is a science-based General Psychology Master’s program designed to help you build the skills and qualifications to pursue doctoral study in Psychology or to pursue the additional career opportunities that are available with a Master’s degree. Please see page 25 for more information.

Am I qualified for admission to the program?
You can be admitted to the program if you have completed at least 12 hours of undergraduate psychology coursework with a minimum 3.0 GPA and you have done reasonably well on the GRE (preferred score of 297 on verbal + quantitative). In addition, we will look at your letters of recommendation and examine your statement of purpose, to determine if our program is a good fit for you. Please see page 7 for more information.

How long will it take to complete the program?
It is designed as a two-year program. We require 36 credit hours including a thesis. Please see page 9 for the recommended course sequence.

When are courses offered?
All required courses are offered in the evenings on the UCM Warrensburg campus. Elective courses are offered at various times, with some electives available online. Please see page 8 for information about course availability.

Is financial support available?
Yes. Graduate students may apply for financial aid through the UCM Student Financial Services office. The department offers several graduate assistantships and assistantships are also available in other offices across campus. Students may also apply for a variety of scholarships and awards.
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History of the Department of Psychological Science

The psychology graduate program at University of Central Missouri was established in the late 1960's in the Department of Psychology and Counselor Education. The primary focus at that time was to train master's degree psychologists for licensure by the State of Missouri and to prepare students for entry into psychology doctoral programs. When the master's level psychologist licensure law was eliminated in 1989, the Department changed its applied focus from preparing master's level psychology practitioners to master's level counselors. In the early 1990's, a program was designed so that students who completed a prescribed sequence of courses and an internship were eligible to apply for the Licensed Professional Counselor credential from the State of Missouri.

In 1999, the emphasis within the Department began to change again. In 2002, the Department was reorganized and renamed. A traditional psychology department was established. The name of the department was changed in 2011 to the Department of Psychological Science. The current focus of the Department of Psychological Science is to offer a science-based master's degree that prepares students for advanced graduate study and a variety of careers that utilize acquired psychological knowledge (e.g., research design and analysis) and skills (e.g., behavioral assessment and psychological testing). The Department of Psychological Science does not train professional counselors.

Physiological Psychology

Lab FUN!
Department of Psychological Science Resources

The Department maintains a number of laboratories for the purposes of teaching, research, and clinical activity. Graduate students are encouraged to participate in faculty research programs.

- **Neurocognition Laboratory** - The resource is fully equipped to measure and analyze a variety of biosignals including brain activity (EEG), eye movements (EOG), heart activity (EKG), and skin conductance (SCR) among others. Equipment also exists to perform comprehensive eye examinations. Recent and current projects in the lab involve examining brain activity as it relates to various memory and emotional processes as well as the effects of visual deficits on cognitive functioning.

- **Computer Laboratory** - This resource is intended for use of students and faculty. It provides access to 28 computers that are equipped with the latest versions of major statistical software (SPSS). The lab can be used for word processing as well as statistical analysis.

- **Experimental Psychology Laboratory** - This resource is used for conducting research in a variety of areas in Experimental Psychology, including cognition, perception, psycholinguistics, and social psychology. This includes projects designed by students pursuing the Master’s thesis, those enrolled in the Research Design & Analysis I and II courses, and individual student projects under faculty supervision.
- Behavioral Medicine and Biofeedback Laboratory - This resource provides students with the opportunity to conduct basic and applied research related to behavioral assessment and treatment of biomedical disorders (e.g., headache, chronic pain, Parkinson's Disease.). State of the art, eight channel computer-based and stand-alone equipment for biomonitoring and biofeedback of cardiac, electrodermal, electromyographic, and peripheral temperature response modalities is available.

- Eye Tracking Laboratory - The eye tracking lab is equipped with hardware capable of correlating eye movements with gaze location on a computer screen. By combining gaze information with experimental stimuli researchers are able to collect data that relates to a variety of underlying psychological processes.

- Virtual Reality Laboratory - This resource utilizes 3-D computer generated multidimensional sensory experiences within which users navigate and interact with the environment and its inhabitants. Virtual reality (VR) is used to study phobias, stress related disorders, and in the management of acute pain. VR may also be useful in the study of the addictions as well as neuropsychological assessment and rehabilitation.
Master of Science in Psychology

To be accepted into this program, a student must:

1. Be fully accepted by the Graduate School.

2. Have a 3.0 GPA in at least 12 hours of undergraduate psychology courses at an accredited institution or have a 3.0 GPA or higher in at least 12 hours of graduate psychology courses at an accredited institution.

3. Provide three letters of recommendation.

4. Provide a formal statement of purpose.

5. Submit an official report of Graduate Record Exam (GRE) scores.

NOTE: Some of the required courses for the MS program have prerequisites. The prerequisites are: Research Methods, Statistics (UCM’s Research Design & Analysis I and II cover both those courses), Abnormal Psy., Social Psy., Physiological Psy., Personality.

MS Degree Requirements

1. Thirty-seven (36) approved credit hours.

   Required courses:
   - PSY 5010 - Thesis Preparation Seminar I 1 hrs
   - PSY 5020 - Thesis Preparation Seminar II 1 hrs
   - PSY 5030 - Graduate Thesis Process and Mentorship 1 hrs
   - PSY 5140 - Biological Bases of Behavior 3 hrs
   - PSY 5150 - Ethics 3 hrs
   - PSY 5310 - Personality 3 hrs
   - PSY 5340 - Advanced Social Psychology 3 hrs
   - PSY 5410 - Psychopathology 3 hrs
   - PSY 5520 - Advanced Statistics 3 hrs
   - PSY 5650 - Advanced Methods and Analysis 3 hrs
   - PSY 5990 - Thesis 3-6 hrs
   - Psychology Electives 6-9 hrs
   - Total 36 hrs
Course Availability

Courses offered only in the Fall semester:
- PSY 5010 - Thesis Prep Seminar I (first semester)
- PSY 5030 - Thesis Process & Mentorship (third semester)
- PSY 5150 - Ethics and Professional Issues in Psychology
- PSY 5310 - Personality
- PSY 5520 - Advanced Statistics for Behavioral Sciences

Courses offered only in the Spring semester:
- PSY 5020 - Thesis Prep Seminar II (second semester)
- PSY 5140 - Biological Bases of Behavior
- PSY 5340 - Advanced Social Psychology
- PSY 5410 - Adult Psychopathology
- PSY 5650 - Advanced Methods and Analysis

Courses offered every semester:
- PSY - 5000 Special Projects
- PSY 5970 - Practicum
- 5990 - Thesis

Note: Some 4000 level courses can be taken as graduate electives, please check the course schedule to see when they are available.

Central Degree Audit

Please check your Central Degree (https://www.ucmo.edu/registrar/recordscentraldegree.cfm) in MyCentral each semester before enrolling. If you need help, your graduate advisor can assist you.
Recommended Sequence for Completing the MS in 24 Months

**Fall**
- PSY 5010 - Thesis Prep Seminar I 1
- PSY 5150 - Ethics and Professional Issues 3
- PSY 5310 - Personality 3
- PSY 5520 - Advanced Statistics 3

**Spring**
- PSY 5020 - Thesis Prep Seminar II 1
- PSY 5340 - Advanced Social Psychology 3
- PSY 5410 - Psychopathology 3
- PSY 5650 - Advanced Methods and Analysis 3

**Fall**
- PSY 5030 - Thesis Process & Mentorship 1
- Psychology Elective 3
- Psychology Elective 3

**Spring**
- PSY 5140 - Bio Bases of Behavior 3
- PSY 5990 - Thesis 6

Total = 36
Student Learning Outcomes

The graduate with a Master of Science degree in Psychology will use the knowledge and skills obtained in the program to:

1. Demonstrate competency in applying and interpreting advanced research designs and statistics.

2. Demonstrate knowledge of individual and cultural differences in research and applied settings.

3. Demonstrate knowledge of ethical and related legal issues in research and applied settings, and use problem-solving skills to resolve ethical dilemmas.

4. Demonstrate knowledge of the following bases of behavior in research and applied settings: biological, cognitive, affective, social, and learning.

5. Demonstrate knowledge and application of empirically valid psychological assessment methods in research and applied settings.

6. Demonstrate use of the language of the science of psychology in technical writing and speaking.

7. Demonstrate technological skills common to psychological science (e.g., computer software such as statistical programs, word processors, etc.) and where appropriate specialized technology associated with a student’s area of interest (e.g. lab equipment, measurement devices, etc).

Ethical Principles of Psychologists and Code of Conduct

The Department includes the Ethical Principles as part of its official policies and procedures. Graduate students need to familiarize themselves with the latest version of this document at their earliest convenience.

Admissions

The Department of Psychological Science maintains a rolling admissions policy and admits students for Fall, Spring, and Summer sessions. It is strongly recommended that students apply at least one month prior to the semester in which they plan to enroll. International Students should check the International Center website (https://www.ucmo.edu/international/) for admission deadlines. A student must be admitted to the Graduate School prior to submitting an application to the Department of Psychological Science. All application materials should be received by The Graduate School at least three weeks prior to the beginning of the semester in which the student wishes to register. All degree-seeking student applicants must:

1. Submit formal application for admission to The Graduate School;
2. Submit official transcripts of all undergraduate/graduate course work;
3. Include a $30 non-refundable application fee; international students should remit $50.

When all materials are complete The Graduate School will conduct an initial evaluation. Applicant files meeting the requirements for admission to graduate study will be forwarded to the department, as designated by the student, for consideration and recommendation. The Department of Psychological Science requires, in addition to the above, a statement of purpose, personal data sheet, Graduate Record Examination scores, and three letters of recommendation.

Grade Requirements

Graduate students must maintain a 3.0 grade point average (on a 4.0 scale) during their graduate program. A 3.0 GPA is required to file for candidacy, and, of course, to graduate. Students who drop below a 3.0 GPA will be placed on probation by the Dean of The Graduate School. If the student has a cumulative graduate GPA of less than 3.0 at the end of three consecutive semesters of enrollment, the student becomes ineligible for a Master’s Degree in Psychology.

Not more than 6 semester hours of credit with a grade of "C" or lower may be applied toward meeting degree requirements. A student who earns a "C" or lower in more than 6 hours should add another course(s) to the program and/or retake one or more of those courses in which the "C" or lower grade was earned (course credit will be combined).
Required Examinations

Comprehensive examination
Writing proficiency

- **Comprehensive Examination**

The comprehensive examination requirement is satisfied when a student successfully completes a thesis defense.

- **Writing Proficiency Examination**

1. Students accepted into the program with an Analytical Writing score on the Graduate Record Exam of 3.5 or higher will have met the proficiency requirement. Any student not meeting this standard will be required to satisfy the second option listed below.

2. Those accepted into the program with a score below 3.5 on the Analytical Writing portion of the GRE are required to undergo remediation to improve their writing skills. Please meet with your advisor to discuss remediation requirements.

It is the advisor’s responsibility to indicate completion of the writing proficiency process in the student’s file.
Departmental Thesis Guidelines

1. The current version of the *Central Thesis Manual* must be followed.

2. When the *Central Thesis Manual* does not specify formatting rules, the *Publication Manual of the American Psychological Association (6th ed)* must be followed.

3. It is the student’s responsibility to select his/her thesis committee. Once a committee and a thesis chair have been identified, the student must write the names of the committee members on their thesis checklist that their department graduate advisor will provide.

4. The thesis prospectus must be formatted according to the above manuals and should include, at a minimum: a chapter describing the purpose, rationale, and hypotheses; a chapter describing the methodology in detail; and a description of the methods that will be used to analyze the results. The student should submit the final draft of the prospectus to the committee members at least one week prior to a scheduled prospectus meeting. The thesis committee must approve the thesis prospectus before the student is allowed to begin conducting the research.

5. The thesis must be an empirical (qualitative or quantitative) research project. Replications of previously done research may be acceptable as long as the rationale for the replication is justified in the prospectus. The use of archival data may also be acceptable as long as it is justified in the rationale.

6. The thesis research must be of sufficient quality that it could be presented at a professional conference and/or published in an academic journal. A thesis may be of high quality apart from whether the results are statistically significant or not.

7. The student is responsible for scheduling the thesis defense and making announcement flyers that will be posted in centralized location in the Lovinger building. All members of the thesis committee must be present at the defense, and the student should be prepared to answer any questions relating to the topic of the thesis.

8. The thesis committee may choose to approve the thesis contingent on minor changes which will be approved by the thesis committee chair.
Graduation Process

Each student initiates the graduation process by logging on to MyCentral. Click on Student Services tab, then choose Apply for Graduation.

THESIS
All thesis (if applicable) are due in The Graduate School 3 weeks prior to commencement. Please follow the routing process outlined in the Policies and Procedures section of the Central Thesis Manual.

U GRADES
All U grades (incomplete) must be removed prior to graduation.

GRADUATION FEES
The Revenue Office will bill you for graduation fees. Final clearance for graduation begins after semester grades are posted for the semester. Diplomas are mailed in about 4-6 weeks after final clearance.

COMMENCEMENT
If you intend to participate in the Commencement ceremony you must pick up your commencement packet from Graduate Studies, WDE 1800, or commencement packets can be mailed upon request (660) 543-4621. Check with Graduate Studies for the date commencement packets will be available.

CAP & GOWN, University Bookstore
GRADUATION ANNOUNCEMENTS Phone: 660-543-4370
OFFICIAL TRANSCRIPTS Office of the Registrar
Ward Edwards 1000
Phone: 660-543-4900
Required Course Descriptions

PSY 5010 – Thesis Preparation Seminar I (1) Introduction to the process and requirements for completing a thesis in the psychology department. Prerequisite: admission to the M.S. in Psychology program.

PSY 5020 – Thesis Preparation Seminar II (1) Develop skills needed to complete a thesis in the psychology department, focusing on preparing a thesis prospectus. Prerequisite: PSY 5010.

PSY 5030 – Graduate Thesis Process and Mentorship (1) Develop mentor relationships with psychology faculty and explore strategies for thesis completion in order to facilitate successful thesis process. Prerequisite: PSY 3100 or PSY 2120 and PSY 5010.

PSY 5140 - Biological Bases of Behavior (3) Survey of recent research in fields of biology, physiology, pharmacology, and medicine that influences the psychological aspects of human behavior. Prerequisite: PSY 3130.

PSY 5150 - Ethics & Professional Issues in Psychology (3) Introduces the student to ethical issues in psychology. Explores dilemmas and professional issues in practice, and ethical concerns in research, education/training, consultation, and supervision. Prerequisite: consent of instructor.

PSY 5310 - Personality (3) Addresses contemporary theory and research in personality, while considering how concepts can be applied to human behavior. Prerequisite: PSY 4310 and full admission to psychology graduate program or consent of instructor.

PSY 5340 - Advanced Social Psychology (3) Includes contemporary theory and research in several areas of social psychology (e.g., social cognition, social influence, aggression, social exchange and systems theory). Application to clinical settings is of special interest. Prerequisite: PSY 3340 and 15 semester hours of psychology or consent of instructor.

PSY 5410 - Adult Psychopathology (3) Discusses etiology, course, and treatment of psychiatric and neurological disorders. Includes the language modern psychodiagnosis. Phenomenologic principals, mental status examination, and DSM-V are covered. Prerequisite: PSY 4440.

PSY 5520 - Advanced Statistics for the Behavioral Sciences (3) Inferential statistics, probability, and tests of the significance of difference will be introduced. Prerequisite: PSY 4520 or 3030 or PSY 2120.

PSY 5650 - Advanced Methods and Analysis (3) Advanced study and class discussion of selected areas of psychological methods and analysis. Core course content may be supplemented by special areas of emphasis to be announced each semester by the assigned instructor. Prerequisite: PSY 5520.

PSY 5990 - Thesis (3-6) Special investigation of an approved problem in the area of psychology resulting in a formal thesis. A prospectus is required. May be repeated for a maximum of 6 hours. Prerequisite: PSY 5520.

Prerequisites listed in RED, must be completed PRIOR to the course.
### Electives

Course descriptions for the following may be found in the Graduate Catalog.

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<td>Seminar in Psychology (1-3)</td>
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<td>PSY 4240</td>
<td>Psychology of Aging (3)</td>
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<tr>
<td>PSY 4310</td>
<td>Theories of Personality (3)</td>
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<td>Psychology of Women (3)</td>
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<td>PSY 4330</td>
<td>Multicultural Psychology (3)</td>
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<td>PSY 4500</td>
<td>Introduction to Psychological Measurement (3)</td>
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<td>PSY 4540</td>
<td>Intro to Counseling Psychology</td>
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<td>PSY 4600</td>
<td>Industrial Psychology (3)</td>
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<td>PSY 5000</td>
<td>Special Proj in Psychology (3)</td>
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<td>Advanced Child Psychology (3)</td>
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<td>Introduction to Psychotherapy (3)</td>
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<td>Research Methods in Applied Settings (3)</td>
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<td>PSY 5570</td>
<td>Behavioral Assessment (3)</td>
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<td>PSY 5580</td>
<td>Clinical Neuropsychology (3)</td>
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<td>PSY 5970</td>
<td>Practicum in Psychology (3)</td>
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Graduate Assistantships

The Department of Psychological Science has six graduate assistantships (GA). A full-time GA works 20 hours per week and receives $3,750.00 per semester. There also is a scholarship covering up to 10 hours of graduate-level-course work per semester. Students are allowed a maximum of four semesters as a graduate assistant. The Psychology GA positions include the following areas:

1) Research Methods/DRB – student must have taken a Research Methods and preferably will have research experience; must be knowledgeable about IRB procedures.

2) Physiological Psychology Laboratory/Exit Surveys – students must have completed an undergraduate course in physiological psychology prior to applying for this position.

3) Research Design & Analysis Laboratory Assistant – two students are hired for this position which requires excellent computer skills and a working familiarity with the major statistical software packages.

4) Assistant to the instructors of General Psychology – students need good writing skills and knowledge of basic psychology.

5) Research Coordinator/RDA – students need good computer and organizational skills.

6) Assessment - student must have data entry and statistical analysis (e.g., SPSS) experience; ability to make effective class presentations.

To be considered for one of the above positions, the student is advised to apply at least six months in advance of the semester he/she wishes to begin serving as a graduate assistant. Selection of Graduate Assistants is highly competitive.

There are additional assistantships throughout the University that are open to psychology graduate students. In the past, our graduate students have obtained assistantships in the Student Health Services, McNair Scholars Program, The Graduate School, Office of Accessibility Services, and JCK Library.
Scholarships/Endowments

Department of Psychological Science

- Jerome M. Sattler Endowment – the endowment dispenses the following annual awards for research:
  * Best graduate presentation at a recognized professional meeting/convention
  * Outstanding master’s thesis
  These awards vary in amount each year.

- Joseph J. Ryan Scholarship – one scholarship is awarded to a full-time graduate student pursuing a M.S. degree in psychology at UCM. The award amount will be determined each year.

UCM Graduate Scholarships

Graduate Student Achievement Award – provides a cash award ($100 for Fall and $100 for Spring) for students with high GPA’s. The award is applicable only to student fees. Students who receive full graduate assistantships are not eligible for the award. Application deadline is August 17.

President’s Diversity Scholarship - financial assistance for outstanding first generation graduate students. The winner will receive a Graduate Assistantship in the department of their choice. Application deadline is March 1.

A complete list of scholarships is available from [https://www.ucmo.edu/sfs/scholarships/](https://www.ucmo.edu/sfs/scholarships/) or by stopping by the Graduate Office, Ward Edwards Building 1800.

2016-2017 Awards to Graduate Students

<table>
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<th>Recipient</th>
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<td>Department Outstanding Graduate Student</td>
<td>Adam Runyan</td>
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<tr>
<td>Reid Hemphill Nominee</td>
<td>Sara Hancock</td>
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<tr>
<td>Jerome M. Sattler Awards</td>
<td>J. Chase Tryon</td>
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<tr>
<td>Joseph J. Ryan Scholarship</td>
<td>Michael Omerza</td>
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Graduate Student Characteristics

Our graduate students come from a variety of institutions including:

- University of Central Missouri
- The University of Kansas
- University of Missouri-Columbia
- Graceland University
- Missouri Western State University
- University of Saint Mary
- Rockhurst University
- Upper Iowa University
- Southeast Missouri State University
- Evangel College
- Benedictine University
- Drury College
- University of Tampa
- University of California - Fresno
- University of Maryland
- Columbia College
- Salisbury State College
- Westminster College
- Oklahoma State University
- Colorado State University
- DePaul University
- Chaminade College
- University of Missouri - KC
- Northwest Missouri State Univ.
- Missouri Southern State Univ.
- University of Northern Iowa
- Missouri State University
- Missouri Valley University
- William Jewell College
- South Dakota State University
- Truman State University

Over the years, our master's graduates have been accepted to psychology doctoral programs, including the following:

**Clinical Psychology**
- Southern Illinois University
- Forest Institute of Professional Psychology
- Spaulding University
- California School of Professional Psychology
- Wright State University
- Roosevelt University
- The University of Kansas
- Jackson State University

**Counseling Psychology**
- University of Missouri-Kansas City
- The University of Kansas
- Iowa State University
- Chatham University
- West Virginia University

**Human Factors Psychology**
- Kansas State University

**Experimental Psychology**
- University of Nevada-Reno

**Cognition and Neuroscience**
- St. Louis University
- University of Wyoming

**Educational Psychology**
- University of Memphis

**School Psychology**
- Oklahoma State University
- University of Missouri - Columbia

**Human Development**
- University of Missouri - Columbia

**Social Psychology**
- University of Arkansas

**Quantitative Psychology**
- University of Nebraska - Lincoln
Student Organizations

Psi Chi
Students are invited to become members of Psi Chi, the international honor society in psychology. This organization promotes educational excellence in the study of psychology. Membership requirements for Psychology graduate students include an average grade of "B" or better in all graduate courses, including psychology. Eligible students will be invited to join each semester. Drs. Kreiner and Schuetz are the Psi Chi faculty advisors.

Psychology Club
The Psychology club brings together students who have an interest in psychology and facilitates, maintains, and expands that interest. Membership is open to all students enrolled at the university. Dr. Ellie Hwang is the faculty club sponsor.

Behavior Analysis Club
The purpose of the Behavior Analysis Club is to: (a) inform students about Behavior Analysis and what the field has to offer in terms of careers, (b) learn about current research and applications of behavior analysis, (c) create a forum for formal and informal discussions about Behavior Analysis to further the science of behavior, and (d) serve as a philanthropic organization. Members have the opportunity to network with future employers, participate in research forums, gain leadership experience, attend conferences, and participate in campus events.

Graduate Student Association
All students are members of the Graduate Student Association by virtue of being enrolled as a graduate student.
Professional Organizations

Many of the professional organizations in psychology, such as the American Psychological Association, Association for Psychological Science, National Academy of Neuropsychology, and the Missouri Psychological Association, are open to student affiliates or student members. Students should contact the Psychological Science office or their faculty advisors to learn more about student affiliation in professional organizations.

The American Psychological Association (APA) and the Association for Psychological Science (APS) offers students reduced membership rates as well as several benefits. Student members can subscribe to professional journals for discounted prices and will receive several APA publications automatically as part of the membership package. Being a member of APA and APS is an excellent way of keeping informed about current trends in your field.
Sampling of Recent Publications

Students in bold type


Sampling of Recent Presentations

Students in bold type


**Recent Theses**

Derry, D. (2017). Predicting compensatory health beliefs from impulsiveness and time perspective. Chair: Dr. Steve Schuetz

Runyan, A. (2017). No significant difference in memory performance between music with lyrics and music without lyrics. Chair: Dr. David Kreiner

Henderson, B. (2016). Factors influencing methods of course selection: Does providing course information influence student interest? Chair: Dr. David Kreiner

Quearry, A. (2016). The effect of cognitive depletion and gender on sexist attitudes. Chair: Dr. Hyeyeon Hwang

Whited, K. (2016). Effects of social media use on cognitive and affective empathy. Chair: Dr. Steve Schuetz


Oesch, K. (2015). Does engagement in self-presentation affect the ability to make rational purchase decisions? Chair: Dr. Hyeyeon Hwang

Molder, A. (2015). Masculinity and femininity in relation to the perception of barriers. Chair: Dr. Kim Stark


What Can I Do with a Master's Degree?

People with master's degrees in psychology are employed in a variety of positions including those that involve survey research, probation and parole casework, law enforcement, technical writing, and training and development. They often qualify for executive and managerial positions in administration, marketing, public relations, and personnel/human resources. They frequently teach psychology at the community college level and serve as adjunct instructors of psychology at some colleges and universities. Many of these individuals handle data collection and analysis for research projects conducted in government, universities, and private industry. Some are employed as psychology technicians at VA or university medical centers where they administer and score psychological and neuropsychological tests, collect research data, and provide clinical and vocational services under supervision. Finally, a significant proportion of master's degree graduates go on to earn doctorates in clinical psychology, counseling psychology, or experimental psychology.

Good Reasons for Choosing Master's Programs

1) Some mature, realistic students recognize a master’s education as the proper level for their interests and abilities.

2) Master’s programs can provide an excellent education. Compared to doctoral programs, they can provide smaller, more individualized classes, practicum placements, and instruction. Some students find large universities intimidating, and good master's programs are often found in smaller institutions.

3) Many competent students apply to doctoral programs each year, and some are not accepted. Some of these individuals apply to master’s programs as backups. Enrolled in good master’s programs, these students can raise their Graduate Record Exam (GRE) scores, gain additional academic, research (e.g., completing a thesis and conducting other research), practical experience, and secure letters of recommendation from graduate faculty. Enrollment in a master’s program demonstrates motivation for advanced study and personal maturity. A well-conceived and executed master’s thesis also aids in subsequent doctoral applications.

4) For students unsure of their ultimate goals, a master’s program may be the ideal way to test their interests and commitments to a career or to doctoral study.

5) Students who obtain a master’s degree in psychology are not precluded from admittance to doctoral programs. A master’s degree can be an asset in gaining admission to doctoral study by improving a student’s strength in desirable admission criteria. Eighty-one percent of doctoral counseling programs, 74% of doctoral school programs, and 67% of clinical PhD and 64% of clinical PsyD programs surveyed stated it would be beneficial for applicants to have completed a master’s thesis but there was no consensus among programs on what courses, activities or other criteria which make master’s students attractive for admission.
Faculty Bio Sketches

Patrick A. Ament, Ph.D.
Professor

Dr. Ament earned his B.A. degree in psychology from the University of Nevada, Las Vegas and his M.A. and Ph.D. degrees in experimental psychology with an emphasis in neurocognition and psychophysiology from the University of Nevada, Reno. He served as the Behavioral Medicine Research Laboratory supervisor at the Long Beach VA Medical Center for four years before arriving at UCM in 1995. Dr. Ament has research interests in the areas of visual processing, memory abstraction processes, and affective/emotional systems.
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Kenneth L. Carter, Ph.D.
Professor

Dr. Carter received his B.A. in Psychology from Rockhurst University in Kansas City, Missouri and his M.A. and Ph.D. in Cognitive Psychology from the University of Kansas. Dr. Carter’s primary training in research is in human semantic memory. This area of his research makes use of the South Florida Free Association Norms (Nelson, McEvoy, & Schreiber, 1998; Nelson, Schreiber, & McEvoy, 1992) to explore how various variables such as semantic set size, context, and competition affect participant performance on memory related task. Other areas of direct research experience include judgments of learning, feeling of knowing judgments, semantic set size, eyewitness memory research, Stroop tasks, flanker paradigms, attentional blink and visual search paradigms.
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Aqualus M. Gordon, Ph.D.
Assistant Professor

Dr. Gordon received his doctorate in Counseling Psychology from the University of Texas at Austin. His primary academic interests include human sexuality, male psychology, sports psychology, as well as various intersections of psychology, identity, and culture. Before coming to UCM he completed his doctoral internship and fellowship at the University of New Hampshire, where he specialized in men's mental health. Dr. Gordon also received his Master's in Educational Psychology from the University of Texas and B.A. in Psychology from Wabash College in Crawfordsville, Indiana.
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Hyeyeon (Ellie) Hwang, Ph.D.
Assistant Professor

Dr. Hwang graduated with her Ph.D. in Social Psychology from the New Mexico State University in 2012. She received a Master of Arts in Industrial and Organizational Psychology from Western Michigan University in 2007 and received her Bachelor of Arts in Psychology in 2000 from Chung-Ang University, Seoul, Korea.
She has taught Social Psychology, General Psychology, Research Design and Analysis I & II, and Social Bases of Behavior. She also intends to offer courses such as Industrial/Organizational Psychology, Conservation Psychology, and Systems of Psychology. As an applied social psychologist, she particularly focuses on understanding psychological motivation for and barriers to conservation behavior by examining the effects of several approaches, including self-priming, attitude, education, and different emotional reactions to environmental problems and conservation issues.
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Katie A. Jacobs, Ph. D.
Assistant Professor

Dr. Jacobs earned her B.A. in Psychology with a minor in Nonprofit Leadership from William Jewell College and her M.A. and Ph.D. in school psychology from the University of Missouri, Columbia. She completed her predoctoral internship in professional psychology at the APA-Accredited Cypress-Fairbanks Independent School District (ISD). Research interests include school-based youth suicide prevention, measurement development, and program evaluation. Clinical interests include parent consultation, cognitive-behavioral therapy (CBT), social/emotional/behavioral assessments, and systematic interventions.

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Arthur D. Kemp, Ph.D.
Associate Professor

Dr. Kemp earned a B.A. in psychology at North Carolina A&T State University and a M.A. and Ph.D. in counseling psychology from Southern Illinois University at Carbondale. His internship was completed at the Texas Tech University Counseling Center. He received post-doctoral training in clinical neuropsychology at Dwight D. Eisenhower Department of VA Medical Center and completed coursework in neuropsychology at the University of Northern Colorado. He completed a post-doctoral M.S. in Occupational Safety Management at UCM. His research interests include multicultural counseling, neuropsychological assessment, factors which affect help-seeking tendencies and behavior and issues relating to African-American college students’ matriculation to graduation. He came to Central in 1988 as a Counseling Center Psychologist and joined the Psychology faculty in 1990. He serves as faculty advisor to Alpha Phi Fraternity and is a member of the American Psychological Association, the National Academy of Neuropsychology, and chair of the Committee for Minority Affairs of the Missouri Psychological Association.

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David S. Kreiner, Ph.D.
Chair and Professor

Dr. Kreiner earned a B.A. in Psychology from the University of Texas-Austin in 1985 and a Ph.D. in human experimental psychology in 1990, also from the University of Texas. He has been teaching at Central since 1990. Dr. Kreiner teaches Orientation to Psychology, General Psychology, Research Design & Analysis I & II, Systems of Psychology, Advanced Statistics, and Cognitive Psychology. He serves as a faculty advisor to Psi Chi. Research interests include cognitive psychology, particularly in language processing and memory, as well as the teaching of psychology. He collaborates with students on research projects and has coauthored publications and conference presentations with undergraduate and graduate students. Dr. Kreiner is a fellow of the Psychonomic Society, the American Psychological Association, the Association for Psychological Science and the Midwestern Psychological Association.
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Duane A. Lundervold, Rh.D.
Professor

Dr. Lundervold has training in Behavior Analysis from Southern Illinois University-Carbondale, applied principles of behavior to the analysis and treatment of childhood, adult, and biomedical disorders. He holds the Doctor of Rehabilitation degree and was a Research Fellow of the National Institute on Disability and Rehabilitation Research (NIDRR) and Coordinator of the Counseling Program at University Texas at El Paso. His research and practice interests include gender and ethnic differences in response to painful stimuli, biobehavioral intervention (i.e., relaxation training) for movement disorders (Parkinson’s disease, essential tremor), and comorbid anxiety and depression among movement disorder patients. He is co-editor of the APA journal Behavior Analysis: Research and Practice. His recent publications have appeared in Journal of Counseling and Development, Journal of Behavior Therapy and Experimental Psychiatry, and Biofeedback and Self-Regulation. He has presented at professional meetings including American Psychological Society, European Experimental Analysis of Behavior Congress, Movement Disorders Congress and Applied Psychophysiology and Biofeedback.
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Steven A. Schuetz, Ph.D.
Associate Professor

Dr. Schuetz earned his Bachelors in General Studies (Psychology, History and Social Sciences), M.A. in Counseling and PhD in Counseling Psychology at the University of Missouri-Columbia. He completed his internship at the University of Florida's Counseling Center and is currently working toward licensure in Missouri. His interests include ecopsychology; mentorship; spirituality; affect regulation; the effects of family origin dynamics on adult functioning and trauma; and the development of self within the context of the environment. He is a member of the American Psychological Association, Division 34 (Environment and Population Psychology).

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Kim Stark, Ph.D.
Professor

Dr. Stark earned her B.A. in Psychology and Spanish from the University of Minnesota-Morris and her Ph.D. in Counseling Psychology from Southern Illinois University at Carbondale. She completed her internship at the University of Iowa Counseling Service. She is licensed as a psychologist in the state of Missouri and, prior to joining the Department of Psychology, was a Counseling Psychologist at Central’s Counseling and Psychological Services. She is a member of the American Psychological Association, Divisions 17 (Counseling Psychology) and 20 (Adult Development and Aging), the American Psychological Society, and the Association for Women in Psychology. She is interested in applied research and diversity, including, sociocultural influences on the development of disordered eating, and vocational issues impacting disenfranchised groups (e.g., women and ethnic minorities). She also conducts research related to the scholarship of teaching.

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