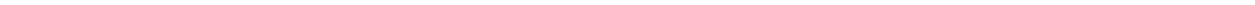
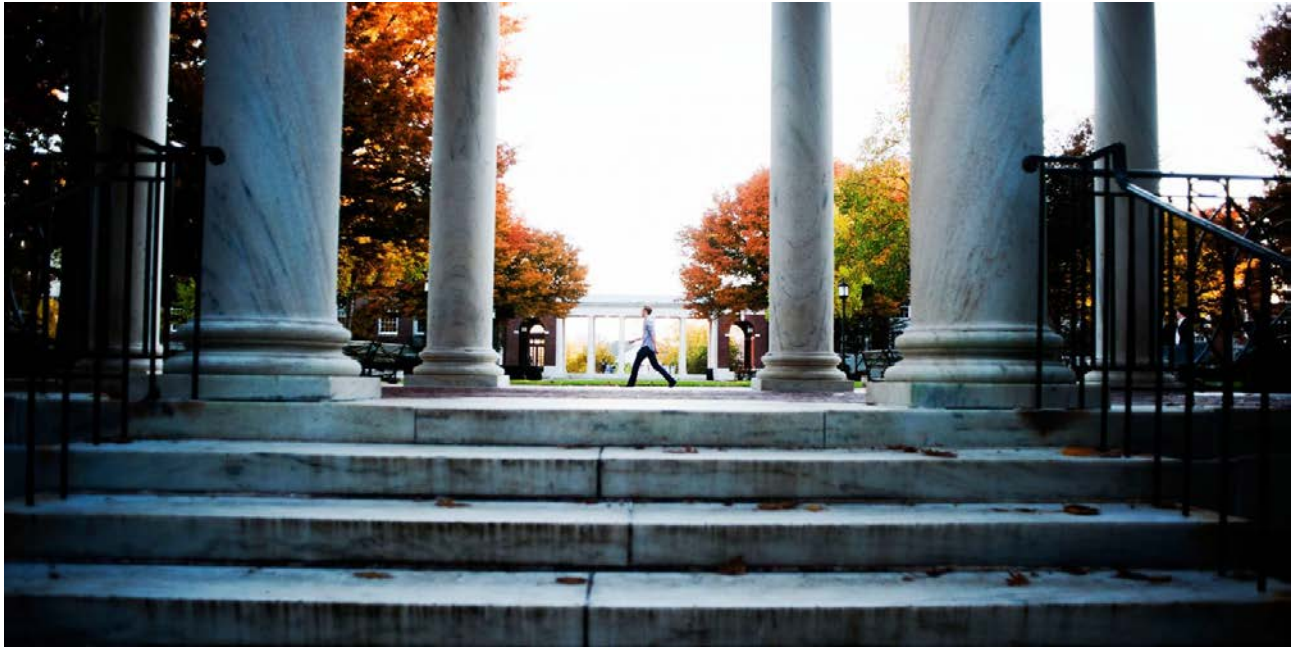


Undergraduate Handbook

Psychological and Brain Sciences
Johns Hopkins University

2020-2021



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INTRODUCTION

Since 1883, when the first psychological laboratory in America was founded at Johns Hopkins University, our department has been investigating the most fundamental questions of behavior, mind, and brain. Dedicated to research, not clinical training, the Department of Psychological and Brain Sciences at Johns Hopkins has one of the top-ranked psychology departments in the world.

Psychological and Brain Sciences are concerned with understanding the biological and psychological processes underlying animal and human behavior, and with the effects of environmental influences on behavior at all stages of development.

Because of its broad scope, the study of psychology and related disciplines extends beyond the Department of Psychological and Brain Sciences to other departments and organizations within the University. Some of these include the Departments of Biology, Biophysics, Cognitive Science, Computer Science, Philosophy, Sociology, and the Mind-Brain Institute at the Homewood Campus, as well as departments in the School of Medicine, the School of Hygiene and Public Health, the Peabody Conservatory, and the Applied Physics Laboratory. Psychology majors are strongly urged to take advantage of these diverse opportunities for research and collaboration.

Psychology majors should familiarize themselves with the major requirements stipulated by the Department of Psychological & Brain Sciences, as outlined in this Handbook. Please consult with Academic Advising, your Psychology advisor, our Psychology Co-Directors of Undergraduate Studies for further guidance on course selection, degree requirements, and preparation for advanced study in Psychology and related fields.

DEPARTMENT DIRECTORY

For current faculty and contact information go to <http://pbs.jhu.edu/directory/>

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Psi Chi Faculty Advisor

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ASSOCIATE FACULTY

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Christopher Fetsch

Assistant Professor (Mind/Brain Institute): neurobiology of perceptual decision making and multisensory integration

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Alfredo Kirkwood

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James Knierim

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Kristina Nielsen

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[Academic Calendar](#) (please see Registrar website for complete listing & updated COVID changes)

**HOMEWOOD CAMPUS
JOHNS HOPKINS UNIVERSITY**

2020-2021 Academic Calendar for the Krieger School of Arts and Sciences and the G.W.C. Whiting School of Engineering

Fall 2020

| | |
|---------------------------|-----------------------------|
| <u>August 31</u> | <u>First day of classes</u> |
| September 2 | Labor Day – no classes |
| November 23 - November 27 | Thanksgiving vacation |
| December 9 | Last day of classes |
| December 10 - December 11 | Reading period |
| December 14 - December 23 | Final examination period |

Interession 2021

| | |
|------------------------|---|
| January 4 - January 22 | Interession |
| January 18 | Observance of Dr. Martin Luther King Jr. birthday; No Interession classes |

Spring 2021

| | |
|---------------------|-----------------------------|
| <u>January 25</u> | <u>First day of classes</u> |
| March 22 - March 26 | Spring vacation |
| April 30 | Last day of classes |
| May 3 - May 4 | Reading period |
| May 5 - May 13 | Final examination period |

THE STUDY OF PSYCHOLOGY

Psychologists study thought and behavior in humans and animals. To understand how and why an individual engages in any given behavior, one must have an understanding of several factors. The *biological basis of behavior* is studied to understand how the central nervous system, the endocrine system, and genetic influences all interact to yield observable behavior. Psychologists analyze the *cognitive and perceptual systems* at a some-what more abstract level in order to characterize the internal representations and processes that underlie perception, thought, and action. The *personality* of the individual—how that individual differs from others—is also an important determinant of behavior. *Social psychology* is the study of how individuals behave in a social context, where virtually all behavior takes place. Because living organisms change over time, the *development* of physiological, perceptual, cognitive, personality, and social factors can also help explain behavior in humans and animals. *Psychopathology* is the study of psychological disorders which can interfere with an individual's ability to cope with everyday life.

Psychology is a large and diverse field, and these are only a few of its most basic sub-disciplines. The Department of Psychological and Brain Sciences at Johns Hopkins University is among the smallest of the top-ranked departments in the United States. Because of its size, faculty research interests cover only some of the sub-disciplines encompassed by the field of psychology today. These include biopsychology, cognitive psychology, and developmental psychology. Although the research activities of the department are focused in these areas, the department offers courses that cover the majority of psychology's sub-disciplines. This goal is achieved in part by having faculty from the Johns Hopkins Medical Institutions teach clinical content.

The undergraduate program leading to a B.A. in Psychological and Brain Sciences provides students with an overview of the major sub-disciplines of psychology and also prepares them for advanced study in psychology and related fields. In addition to coursework in the substance of Psychology, a comprehensive education in psychology requires a thorough grounding in quantitative and methodological skills; psychology majors therefore complete a year-long sequence in statistics and laboratory methods. Students are especially encouraged to take advantage of the many opportunities within the Department for a research practicum, internship or an independent study experience. For those students who wish to pursue advanced study while completing the requirements for the B.A. degree, the Department offers an Honors Program.

The courses in psychological and brain sciences have four purposes:

1. to acquaint all interested students with a sampling of topics through a variety of introductory and advanced courses;
2. to prepare majors for graduate work in psychology and related disciplines through a program that meets the admission requirements of the outstanding graduate departments in the United States;
3. to offer a distribution of foundational courses in psychology as well as advanced studies representing areas in the social, behavioral, and brain sciences; and to offer a distribution of courses for a minor concentration in psychology as well as several fields of concentration for area majors in the social and behavioral sciences; and

4. to provide an honors track designed for exceptional students who want training beyond that provided by the standard undergraduate curriculum.

To fulfill the program mission and objectives, undergraduates at Johns Hopkins University who complete the Psychology major should attain the following learning goals:

1. Understand the basic concepts underlying the major sub-disciplines of psychology as a field of scientific inquiry.
2. Develop a thorough grounding in quantitative skills and experimental methodology in the field of psychological science.
3. Be able to appreciate and critically evaluate the primary research literature in psychological and brain sciences.
4. Develop effective skills in written and oral communication, including the ability to structure a logical argument using supporting scientific evidence, geared to both specialists and non-specialists.
5. Be prepared for career paths and advanced graduate study in psychology and related fields.

ADVISING

In addition to the institutional Office of Academic Advising, Psychology majors are supported by two Co-Directors of Undergraduate Studies, Dr. Justin Halberda and Dr. Stephen Drigotas. Dr. Drigotas serves as an “advisor at large,” and is available for questions related to declaring a course of study in Psychology, requirements of the major/minor, transfer credits, and research/internship/independent study guidelines. Dr. Halberda is available for guidance in professional development. Dr. Alison Papadakis serves as the Director of Clinical Psychological Studies, offering dedicated guidance for Psychology students considering a clinically-oriented graduate school program or career.

Upon declaring a Psychology major, students are assigned a faculty advisor from within the department. Each semester, Psychology majors will consult with their advisor within the major to obtain clearance for the upcoming semester’s course enrollment. Students will ordinarily remain with their advisor throughout the course of their undergraduate career, but a change in your major advisor can be initiated with the Change of Major/Advisor form. Students should make an appointment with Dr. Drigotas if they have questions/concerns. Dr. Drigotas is available to all students for Psychology advising, in addition to or in lieu of your faculty advisor.

PSYCHOLOGY MAJOR REQUIREMENTS

In addition to the University’s requirements for a Bachelor’s Degree, please see the following:

Note: Students who entered JHU prior to Fall 2018 may follow the old requirements as detailed in the catalog based on their year of entry to the institution or may follow these revised requirements.

General Requirement:

All classes taken for the major (including those for NQE credit) must be taken for a grade and be completed with a C- or better.

Specific Requirements:

- **Intro Level Course Requirement:** Three 100-level psychology courses.

These are typically taken during Year 1 and Year 2.

- **Experimental Methods, Design & Analysis:** Research Methods in Experimental Psychology (200.200) and Design and Analysis for Experimental Psychology (200.201) should be taken as a two-course sequence in fall and spring of Year 2.

- **Upper Level Course Requirement:** Five upper level psychology courses (200- or 300-level), three of which must be at the 300-level. These are typically dispersed through Years 2-4.

- **Small Group Experience:** 3 credits of either research, internship, independent study or an additional 300-level psychology course with an enrollment cap of 19 students or less. Students who are interested in graduate work in psychology are encouraged to get involved in research/internship activity starting in Year 2 and to continue throughout their time at Hopkins.

- **9 NQE Credits:** Students must complete 9 additional NQE credits using courses not taught within the psychology department (AS.200.XXX) and not counting otherwise toward the psychology major. Please note that not all courses offered by the Department of Psychological & Brain Sciences (AS.200.XXX) will fulfill the requirements of the Psychology Major/Minor (ex. AS.200.220 Discover Hopkins Health Studies: Application of Abnormal Psychology to Forensic Cases). Consult with your advisors to ensure appropriate progress toward degree completion.

| I. Required Courses Outside the Department | |
|--|---|
| Nine credits of additional N, Q, or E courses * | 9 |
| * Courses instructed within the psychology department (AS.200.XXX) or counting toward the Psychology major may not be used for this requirement. | |

| II. Required Courses Within the Department | | |
|---|--|---|
| AS.200.200 | Research Methods in Experimental Psychology | 4 |
| AS.200.201 | Design & Analysis for Experimental Psychology | 4 |
| Select three of the following: | | 9 |
| AS.200.101 | Introduction To Psychology | |
| AS.200.110 | Introduction to Cognitive Psychology Cognition | |
| AS.200.132 | Introduction to Developmental Psychology | |
| AS.200.133 | Introduction to Social Psychology | |
| AS.200.141 | Foundations of Brain, Behavior and Cognition | |
| | | |

| | |
|---|----|
| Research, internship, independent study, or a designated seminar course *** | 3 |
| Five additional psychology courses distributed as follows: ** Two additional courses at the 200-400 level Three additional courses at the 300-400 level | 15 |

* The seminar course must have a maximum enrollment of 19 students. Courses used to fulfill the five upper-level course requirements may not be used to satisfy this requirement. Students may take 1-3 credits in any given semester to fulfill this requirement. All students are required to discuss their plans with their faculty advisor before junior clearance.

** One upper level course in Cognitive Science may be used to satisfy these course credits with the approval of the Director of Undergraduate Studies. Research, independent study, and internships may not be used to satisfy these course requirements.

*** Students who are planning advanced study in psychological and brain sciences are strongly encouraged to engage in psychological research and/or clinical internship.

DEPARTMENTAL HONORS

In addition to [General Honors](#), Psychology majors may also earn Departmental Honors.

The B.A. degree with honors provides recognition for outstanding achievement in formal course work and research. Students considering applying for honors should begin discussing possible research topics with a faculty sponsor (and research mentor, if different from the sponsor) in the fall semester of their junior year. The requirements for a degree with honors include those for the regular B.A. degree, plus the following:

1. A minimum grade point average of 3.5 in psychology (200.XXX) courses through the semester before the student graduates.
2. Completion of two 300- or 600-level psychology courses, in addition to those required for the Psychology major. These courses cannot be an independent study, research or internship credits, or a readings course. These additional courses can count toward the 120 credits required for graduation.
3. Completion of six credits of research beyond research credits counting toward the major.
4. The support of a sponsor for honors research. The sponsor must have a full-time faculty appointment at Johns Hopkins and either a primary or a joint appointment in the Department of Psychological and Brain Sciences. Sponsors can sponsor research conducted under the direct supervision of another principal investigator (e.g., a faculty member in the School of Medicine).
5. A public presentation (poster or talk) at a recognized student research or professional conference either on campus (e.g., DREAMS, Woodrow Wilson, ASPIRE, PURA) or off campus (e.g., APA, APS, VSS, SPSP). The presentation must be on the research conducted specifically for honors (e.g., research for 200.200 or 200.201 does not count).

To apply for Honors, students must complete the formal honors application process by submitting the following to the Psychology Academic Program Administrator:

By the end of the Add Period of the student's final semester:

- A copy of the student's transcript
- The [Honors GPA Calculation Worksheet](#)
- The [Honors in Psychology Application Form](#), which includes a brief description of the honors research, including the lab where the work is being conducted/has been conducted, the sponsor of honors research, the direct research supervisor, and the student's research activities.

By the last day of class of the student's final semester:

- The [Honors Presentation Evaluation Form](#), completed by the student and their mentor. This form documents that the student completed a public presentation of the research completed for honors and includes the students' self-reflection on their research activities, the mentor's description of the student's research activities, and the mentor's endorsement of the student's research. Note that the mentor must be able to provide an evaluation of the student's research presentation by observing either the actual public presentation or a practice session in a lab meeting.

MINOR IN PSYCHOLOGY

A minor in psychology is available to undergraduates majoring in any department. Students electing to minor in psychology should declare their intention directly to the director of undergraduate studies in the Department of Psychological and Brain Sciences. All classes taken for the minor must be taken for a grade and be completed with a C- or better. The minor requires successful completion of the following:

1. Three Introductory-level Psychology Courses from the following:

- 200.101 Introduction to Psychology
- 200.110 Introduction to Cognitive Psychology or 050.101 Cognition
- 200.132 Introduction to Developmental Psychology
- 200.133 Introduction to Social Psychology
- 200.141 Foundations of Brain, Behavior & Cognition

2. Three additional psychology courses, including at least two at the 300- or 600-level, and one at any level

With the exception of courses taken during the first semester of the freshman year, courses taken in fulfillment of the Psychology minor cannot be taken Pass/Fail, and must be graded C- or higher. Courses taken during Intersession or through the School of Business & Professional Studies may not be used to satisfy the requirements for the Psychology Minor, although JHU Summer credits may be accepted to satisfy these requirements. Contact Dr. Drigotas (Drigotas@jhu.edu) with questions.

Double Major

Students wishing to double major in Psychological & Brain Sciences and some other field (e.g., Biology or Philosophy) are encouraged to meet with a faculty advisor in each department as early as possible to devise an appropriate plan of study. Check with the Office of Academic Advising about procedures for declaring a double major. If you do not have an advisor in the Psychological & Brain Sciences Department, make an appointment to see Dr. Stephen Drigotas (Drigotas@jhu.edu), Co-Director of Undergraduate Studies and Director of Advising for the PBS department.

PSI CHI

Psi Chi is an International Honor Society in Psychology; it was founded at Yale University in 1929 for the purposes of encouraging and maintaining excellence in scholarship, and advancing the science of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association and the American Psychological Society.

Psi Chi functions as a federation of chapters located at more than 700 senior colleges and universities in the United States. The Johns Hopkins chapter of Psi Chi was founded in 1957 and was reactivated in Fall 1990. Membership is open to graduate and undergraduate students. The chapter provides Hopkins students with a forum for obtaining information and developing perspectives about the field of psychology, learning about educational and career opportunities, and forming meaningful professional networks. The chapter encourages students to develop one-to-one relationships with professors who can stimulate their interest in psychology and involve them in ongoing research projects. A newsletter is run by the chapter to inform students of recent developments within the department and to provide information about events sponsored by the chapter. Psi Chi at Hopkins also supports student research at the regional and national levels.

Requirements for admission to Psi Chi include registration as a major or minor in Psychology, Cognitive Science or Neuroscience; completion of at least 8 credits in Psychology; and at least a 3.2 overall GPA. Information regarding eligibility requirements and chapter activities can be obtained from the Psi Chi website <https://pbs.jhu.edu/undergraduate/student-groups/psi-chi-honor-society/>. Dr. Justin Halberda is the Psi Chi chapter advisor.

Teaching Assistants

If undergraduates are to serve as assistants, they should not participate in any way in the evaluation of fellow students, not even in the scoring of quizzes. **NO** undergraduate can receive **CREDIT** for serving as an assistant.

DEPARTMENTAL AWARDS

[David S. Olton Award for Undergraduate Research](#) (offered through the Behavioral Biology department)

The David S. Olton award will be given annually to support undergraduate research in the area of the biology of behavior, broadly defined. Undergraduate students from Johns Hopkins in psychology,

behavioral biology, and neuroscience are encouraged to apply. This award is designed to help students complete a project of their own that they might not otherwise be able to carry out due to financial limitations. Therefore, the award can potentially cover a wide range of costs including stipend support (either during the academic year or the summer) or equipment and/or supplies essential to the project. Refer to the department of Biobehavioral Biology for deadlines & details on how to submit an application.

Each year, the members of the Department of Psychological & Brain Sciences faculty select two individuals for departmental awards, which are made at the end of each academic year and are recognized in the University Commencement Program.

The **G. Stanley Hall Prize** is named for the Hopkins professor who established the first experimental psychology laboratory in the United States in 1883. This award is for outstanding achievement by an undergraduate in Psychology.

The **Julian C. Stanley Award** was established in the name of one of the Department's longstanding faculty members internationally respected for his study of and work with gifted and talented youth. This award is given to the undergraduate psychology major who most closely approximates Dr. Stanley's personal and professional standards of excellence.

DEPARTMENT COLLOQUIA

The Department sponsors weekly colloquia given by invited speakers, faculty, and graduate students. Although these colloquia do not carry credit, they provide a unique opportunity to learn about current research in the field. All members of the University community are invited to attend. Colloquia are scheduled for Wednesday afternoons, from 4 to 5 p.m.. Check the Department bulletin board for a list of speakers, dates, and locations or go to web site <https://pbs.jhu.edu/events/>.

SUPERVISED RESEARCH PRACTICUM AND INDEPENDENT STUDY

Guidelines for Research Practicum

Outline of Grading for Research Courses

(All course numbers are listed under the guidelines above #2)

Undergraduate Research— S/U (Pass/Fail)

Undergraduate Readings - Letter Grade

Undergraduate Internship— S/U (Pass/Fail)

Undergraduate Independent Study – S/U (Pass/Fail)

NOTE:

You must sign up for Undergraduate Readings if you are conducting a readings project. Also, our department protocol (different from Arts & Sciences protocol) for Independent Study is handled differently. Independent Study is used as a compliment to Undergraduate Internship. **Internships can only be 1 credit and if a student has one for more than 1 credit they sign up for Independent Study for the additional credit(s).** This means that if you are participating in an Internship that you must register for both Independent Study and Internship to receive a possible 1-3 credits and a pass/fail grade for both.

If you are wishing to do a true Independent study (see guidelines) then you would want to register for Undergraduate Readings that would result in an actual letter grade. If you have any questions please contact Dr. Drigotas (Drigotas@jhu.edu).

You are urged to take advantage of the many opportunities to participate in research projects carried out here at Homewood or at the Johns Hopkins Medical Institutions. Supervised research is initiated by an agreement between you and the faculty member with whom you wish to work. That agreement specifies what you are going to do in terms of research, how much time you will spend doing it, when you are expected to be present, what you are going to give to the research supervisor (e.g., a certain amount of time, a paper, the results of an experiment) and what you will receive (e.g., supervision, readings, guidance in pursuing the project).

(1) A Supervised Research Practicum must be sponsored by a full-time faculty member or advisor of the Department of Psychological & Brain Sciences. If you would like to work with someone outside the department, you must find a full-time Psychological & Brain Sciences faculty member or advisor who believes the work is psychologically relevant and who agrees to serve as your sponsor (the person with whom you perform the work is your supervisor). Any full-time faculty member or advisor in the Department of Psychological & Brain Sciences can sponsor research projects.

Note that research that will be performed with human subjects must be approved by The Review Board on the Use of Human Subjects, even if the research will take place off campus. Such approval may take several weeks, but you may not begin without IRB approval.

To find a faculty sponsor, begin by reading the Faculty Research Interest statements listed in the Undergraduate Handbook or online at <http://pbs.jhu.edu/research>. It is advisable to read one or more of the listed references to learn more about the faculty member's research. Additional information can be viewed on the department website <http://pbs.jhu.edu>. Then contact the faculty member with whom you would like to work and discuss possible research opportunities. You are urged to make these arrangements well before the end of the semester, proceeding the semester which you wish to begin work.

The number of credits earned for supervised research ranges from 1 to 3, and is determined at the end of the semester. Each 40 hours of work is worth one credit. Because the semester is about 13 weeks long, each credit requires about 3 hours per week on average. If you work regularly during the semester, then 3 hours a week will yield 1 credit, 6 hours will yield 2 credits, and 9 hours will yield 3 credits. You may, of course, work more some days and weeks than others. In all cases, keep a record of the number of hours you put in during the semester. Have your time sheet signed by your supervisor at the end of the semester. Because the number of credits is determined at the end of the semester, do not fill in any particular number of credits when you sign up for the course.

An Undergraduate Directed Readings is a self-directed project course of study, conducted under the aegis of a mentor. This academic experience may culminate in a formal paper on a topic agreed upon by the student and his or her mentor.

(2) When you register for a research practicum, directed readings, you must submit a request for research within SIS using the research course number reflecting year in school and faculty sponsor section. The request should include the specific requirements including number of credits, paper assignment, etc. an Undergraduate Research Readings Form that has been signed by your faculty sponsor

(forms may be obtained from the Registrar). The green copy (make sure it is legible) should be returned to your sponsor. This form must accompany your registration or drop/add form.

(3) All Psychology majors who are doing research for credit will be required to enroll in and complete:

Research Compliance Training Courses:

Human Subjects Research
Animal Care and Use

Specific labs may require additional research training. Research compliance registration and training can be found at: <https://secure.lwsevers.net/default.cfm>

Courses must be completed early in the term and prior to beginning any contact with human or animal subjects. Once you have completed the courses, you will be able to print out a certificate indicating which courses were completed and the date(s) of completion. This certificate must be given to the faculty sponsor. (Additional copies may also be required by the specific lab.) Questions can be directed to Dr. Stephen Drigotas (6-6703; Drigotas@jhu.edu).

(4) All students who enroll for Research Practicum must (at a minimum) write an 8-10 page report that describes the substance of the research that was carried out during the semester. The students registered for Undergraduate Directed Readings may be required to write a paper or submit a report.

The required document must be submitted along with a Summary Report of Independent Work form (available from the registrar) and your time sheet to your faculty sponsor at the end of the semester. You should fill out all the information on the form, except for the Faculty Supervisor's Comments and the last line with grade, credit, and signature; these items will be filled in by your sponsor and attached to the grade report that your sponsor will send to the Registrar's Office. Without a Summary Report form, a research paper or report, and time sheet, you will not earn any credit for the work.

At the end of the semester, the following three items must be handed in to the sponsor by 5:00 PM on the last day of the reading period to enable the sponsor to submit a grade to the registrar in a timely manner. Unless an alternative arrangement has been made with the sponsor beforehand, late reports will not be accepted and may result in a grade of "U".

Guidelines for the written report

(a) A type-written report, about 8-10 double-spaced pages in length, on work accomplished during the semester. Also, you should cite 4-8 journal articles with a bibliography included at the end of the report.

The paper required for an Undergraduate Directed Readings may be longer. The following format should be used:

Introduction: Provide background information including references to the literature and describe how the work fits into the overall research program of the laboratory (about 1 page).

Methods: Briefly describe experimental methods used in the work. Cite references when appropriate. Step-by-step detailed protocols are not necessary (about 1 page).

Results: Describe your results. Be sure to include graphs, tables, etc. If this is the first semester of work and there are insufficient results to report, there should be more emphasis on describing techniques learned during this period in the Methods section.

Discussion: Discuss significance of the results and relate them to future plans, if appropriate. Once you have completed your research experience and your written report, you should fill out the Internship Survey. This survey can be found online at: <http://pbs.jhu.edu/undergrad/guidelines>

The above report will be kept in the Homewood sponsor's file.

(b) Supervisor's Evaluation of Work: If the student is working under the supervision of a faculty member at the Johns Hopkins Medical Institutions, that supervisor should certify that the work described in the report was complete and provide evaluation on the quality of the work. This information can be written directly on the student's report or in the form of a confidential letter to the sponsor.

(c) Summary Report of an Independent Study: The student should complete the white form entitled "Summary Report of Independent Work" up to the end of the Bibliography section. If the work was supervised by someone at the Hopkins Medical Institutions, list this person as "Other Supervisor" and the Homewood sponsor as "A&S Faculty Supervisor." Based on information from the student's oral and written reports, evaluation provided by the East Baltimore faculty member, and the student's time sheet, the Homewood sponsor will fill out the "Faculty Supervisor's Comments", assign a letter grade, sign the form, and send the form along with the Grade Roster to the registrar. (Note that the Summary Report is kept in the student's academic file in the Office of Academic Advising).

The School of Arts and Sciences stipulates that students may earn no more than 3 credits for a research practicum or independent study per semester, and no more than 6 credits per academic year (Fall/Spring/summer).

Guidelines for Psychological and Brain Science Internships

The Psychological & Brain Sciences Department sponsors clinical internships for credit. You will not receive a grade but a pass/fail only. An internship is an opportunity to work as a volunteer at a mental health care facility or other institution in which interactions with clients, inpatients, or subjects in clinical research is supervised by a professional staff member. Often volunteer work includes attending group sessions, accompanying patients to different activities or locations within or outside a facility, and participating in therapeutic activities (e.g., sports, art, or horticulture). These are just a few examples of volunteer work available to students. Students may volunteer for 40 hours (1 credit) to 120 hours (3 credits); some facilities have limits on the minimum number of hours that may be volunteered.

(1) Any full-time faculty member or advisor in the Department of Psychological & Brain Sciences can sponsor a clinical internship.

To enroll for an internship, there must be an agreement between the student and his/her faculty sponsor concerning the written requirements for the internship.

(2) This placement includes a paper or a daily journal of observations made at the treatment facility.

(3) After this agreement is reached, you should register for Psychology Internship 200.510 by submitting a request for internship within SIS using the course number and faculty sponsor section. The request should include the specific requirements including number of credits, paper assignment, etc.

Credits for the internship will be based on the time actually volunteered as well as time spent on the written requirement. The student earns 1 academic credit for 40 hours of work. In the 13-week semester, this amounts to about 3 hours of work per week for 1 credit, 6 hours per week for 2 credits, and 9 hours per week for 3 credits (the maximum). In order to receive credit for the internship, the student must complete and submit a Summary Report of Independent Work to the faculty sponsor along with any written work (e.g., journal or paper) agreed upon in advance as well as their time sheet signed by their advisor. The faculty sponsor will make comments and assign 1-3 credits. Internships are graded on a Pass/Fail basis only.

The School of Arts and Sciences stipulates that students may earn no more than 3 credits of research, independent study, or internship per semester, and no more than 6 credits per academic year (fall/spring/summer).

To make a decision regarding your field experience, check the department website under Research & Internships Opportunities (<http://pbs.jhu.edu>). Students may also make arrangements with any other appropriate institution for an internship, so long as arrangements can be made in advance with a departmental faculty member who is willing to approve and sponsor the internship.

Each of these programs requires a different time commitment, depending on the position and the facility. On average, most internship's require at least two days a week for a minimum of four hours per day. The best way to get a flavor for any one internship program is to visit the facility and to talk to the people who have volunteered there.

Please Note: Practica and internship experiences contribute to the development of your professional identity. When going for an interview or are on site you should dress professionally at all times.

Ethics Policy

Johns Hopkins requires that students adhere to the Ethics Policies of the University and the American Psychological Association.

Please go to the following on the links below to review the applicable policies.

- Academic Advising Ethics code http://www.jhu.edu/design/oliver/academic_manual/ethics.html
- American Psychological Association <http://www.apa.org/ethics/code/index.aspx>

Field Placement Information Form

Please complete and submit this form before you meet with your advisor. Once your advisor has approved your placement, pick up the appropriate forms from the Registrar's Office, fill them out, and bring them in for her signature. When filling out the registration forms, press hard enough that the green copy is legible.

The School of Arts and Sciences stipulates that students may earn no more than 3 credits for a research practicum or independent study/directed readings per semester, and no more than 6 credits per academic year (Fall/ Spring/ Summer).

CLINICAL INTERNSHIPS

The Psychological & Brain Sciences Department sponsors clinical internships for credit. You will not receive a grade but a pass/fail only. An internship is an opportunity to work as a volunteer at a mental health care facility or other institution in which interactions with clients, inpatients, or subjects in clinical research is supervised by a professional staff member. Often volunteer work includes attending group sessions, accompanying patients to different activities or locations within or outside a facility, and participating in therapeutic activities (e.g., sports or art,). These are just a few examples of volunteer work available to students. Students may volunteer for 40 hours (1 credit) to 120 hours (3 credits); some facilities have limits on the minimum number of hours that may be volunteered.

Any full-time faculty member with an appointment in the Department of Psychological and Brain Sciences (e.g., your advisor in the PBS) can sponsor a clinical internship. Please feel free to visit our website for additional information. <http://pbs.jhu.edu>

To enroll for an internship, there must be an agreement between the student and his/her faculty sponsor concerning the written requirements for the internship. This may include a paper or a daily journal of observations made at the treatment facility. After this agreement is reached, you should register for Psychology Internship 200.510. You must also submit an Undergraduate Research/Independent Study/Internship Supplemental Registration Form that has been signed by your faculty sponsor (forms may be obtained from the Registrar). This form must accompany your registration or drop/add form.

Credits for the internship will be based on the time actually volunteered as well as time spent on the written requirement. The student earns 1 academic credit for 40 hours of work. In the 13-week semester, this amounts to about 3 hours of work per week for 1 credit, 6 hours per week for 2 credits, and 9 hours per week for 3 credits (the maximum). In order to receive credit for the internship, the student must complete and submit a Summary Report of Independent Work to the faculty sponsor along with any written work (e.g., journal or paper) agreed upon in advance as well as their time sheet signed by their advisor. Your site supervisor should submit a written evaluation to your faculty sponsor. The faculty sponsor will make comments and assign 1-3 credits. *Again, Internships are graded on a Pass/Fail basis only.*

The School of Arts and Sciences stipulates that students may earn no more than 3 credits of research, independent study, or internship per semester, and no more than 6 credits per academic year (Fall/ Spring/ Summer).

Following are descriptions of some of the facilities that provide volunteer opportunities. Additional information is available in Ames Hall 2nd floor. Students may also make arrangements with any other appropriate institution for an internship, so long as arrangements can be made in advance with a departmental faculty member who is willing to approve and sponsor the internship.

Each of these programs requires a different time commitment, depending on the position and the facility. On average, most internships require at least two days a week for a minimum of four hours per day. The best way to get a flavor for any one internship program is to visit the facility and to talk to the people who have volunteered there. Additional information about these programs can be obtained from TBA or on the Department's website (<http://pbs.jhu.edu>).

Please Note: Practica and internship experiences contribute to the development of your professional identity. When going for an interview or are on site you should dress professionally at all times.

Examples of Internship Placements are:

Sheppard and Enoch Pratt Health System

Betsy Forbush, *Director of Volunteer Services*

6501 N. Charles Street

410-938-4850

Sheppard-Pratt is a psychiatric center for treatment, education, and research. The Hospital is a private, not-for-profit, facility with inpatient, outpatient, and community-based treatment services for children, adolescents, adults, and the elderly. Volunteer/Intern positions are available in patient care and support areas of the health system. During an initial interview, the student and Ms. Forbush will choose where and with what population the student will work. There are varied opportunities available. Buses servicing Charles Street make Sheppard-Pratt easily accessible to Hopkins students.

Child Abuse Center

Larell Smith

2315 St. Paul Street

Baltimore, MD 21218

410-396-6147 / Fax 727-3526

The Baltimore Child Abuse Center is available to provide forensic interviews, medical exams and mental health services to all reported victims of child sexual abuse in Baltimore. They receive all client referrals from the Department of Social Service, the Baltimore Police Department and the State's Attorney's Office.

Villa Maria

Carol Shear, *Director of Volunteer Services*

2300 Dulaney Valley Road

410-252-4704, ext. 233

Villa Maria is a residential treatment center for emotionally and behaviorally disturbed children five to thirteen years old. Children treated at Villa Maria may be residents, day students, or recipients of Therapeutic Foster Care. Internship positions are available in one of three general areas: (1) Educational Treatment Assistant Internships involve work with children in Villa Maria's level-5 private school; (2) Residential Treatment Internships involve work with children in a residential setting; (3) Pre-Vocational Center Internships involve working with children on learning independent living skills.

PREPARING FOR LIFE AFTER GRADUATION

You will be an undergraduate student at Johns Hopkins for four years, and then you will leave to go on to further education (e.g., medical school, law school, graduate school) or to a job. It is worth thinking now about what you intend to do when you graduate and to take steps that will enhance your chances of achieving your goals. Below are listed a number of factors you may want to consider

Advice

The faculty of the Department of Psychological & Brain Sciences has prepared this handbook to provide you with some of the information you may need in planning your academic schedule and in preparing for further education or a job. You will need to acquire more specific information for your individual situation and your career goals. You should not hesitate to ask your advisor, the undergraduate advisors, or any other member of the faculty for advice, guidance, and just raw information. Although we spend most of our time in teaching and research, part of our job is to provide students with guidance in preparing for the next phase of their education. We encourage you to take advantage of whatever help we can provide.

The Internet is an extremely rich source of information on advanced study. To get an example of just one psychology graduate program visit <http://pbs.jhu.edu/graduate/>

Letters of Recommendation

Whether you intend to apply for a job or for admission to graduate or professional school, you should ask faculty members to write letters of recommendation for you. If you apply to graduate school or professional school, at least three letters of recommendation are mandatory. If you are going to take a job right out of college, then one or more letters can also be very helpful.

How do you get a letter of recommendation? A letter from the instructor of your intro psych course will not be particularly useful (in fact, a letter that says “John Smith was in my Introduction to Psychology course and earned an A-, which was the 37th best grade in a class of 200” probably does more harm than good, because it suggests that this is the best one can say about you). A much better approach is to get to know several faculty members well, either by working with them on research projects or taking advanced seminars. These contexts provide more individual contact and opportunities for you to display how talented and motivated you are. Faculty are much more likely to write a strong letter if they know you than if they do not know you. Fortunately, because of the favorable student-faculty ratio at Hopkins, it is feasible to get to know faculty members with a little initiative on your part.

It is helpful to keep in mind the purpose of a letter of recommendation. The members of a selection committee are looking for whatever information they can find that will help them predict your likely success in professional or graduate school or in a job. One source of information is test scores and grades, but these often do not reflect the “intangibles” that can mean the difference between a successful student and a merely adequate one. Therefore, you should strive to get letters that contain information about you that cannot be obtained from test scores and grades. You want the letters to reflect your motivation to succeed, your maturity, your interpersonal skills. It takes work on your part to ensure that your recommenders know enough about you to write an effective letter. Provide them with a transcript and a statement of purpose to help them prepare a good letter.

Research

If you intend to pursue further education (e.g., graduate school or medical school), it is essential that you start your advanced training now. You should take a position in a laboratory that is related in some way to the areas you may pursue later. This serves three important purposes. First, you will learn about what it is like to work in such a setting (something you cannot learn from a textbook). This can help you make up your mind about your career goals (either to reinforce and crystallize your goals or cause you to rethink them). Second, you will receive some valuable research training that will give you a head start in your postgraduate education. Third, working in the laboratory of a faculty member may result in an opportunity for a letter of recommendation. Many graduate programs will not consider applicants who

do not have at least some research experience under their belt at the time they apply. See the section on research on page 14 of this Handbook.

Internships

If you intend to pursue clinical training, rather than research training, then it is highly important to obtain some clinically-relevant experience. One good way to do this is to take a clinical internship at a mental-health care facility. As with research, this can serve to help you solidify your career goals or help you decide that perhaps you want to do something else. In addition, an internship will often provide you with the opportunity to get to know someone who can write you a letter of recommendation. See the section on internships on page 17 of this Handbook.

Applying to Graduate School

If you want to pursue a career in research, you should plan to earn a Ph.D. in the relevant academic field. Even if your research interests are in the biomedical fields, the Ph.D. is the appropriate degree for a career in research. The M.D. and the Ph.D. provide very different kinds of training, and so you should think carefully about which degree is most appropriate for you. You are strongly urged to consult with your advisor and other faculty members about this decision if you are not sure about which route to take.

If you wish to treat individuals with mental health disorders, then there are two main options you can pursue. One is to earn an M.D. with a specialization in psychiatry, and the second is to pursue a Ph.D. with a specialization in clinical psychology. Some programs in clinical psychology offer a degree called the Doctor of Psychology (Psy.D.). This degree does not require as much research experience as the Ph.D. and exclusively prepares one for a career in clinical psychology. The difference between M.D. and Ph.D. tracks concerns the extent to which one emphasizes pharmacological versus non-pharmacological forms of treatment: psychiatrists can prescribe drugs, clinical psychologists cannot. Clinical psychologists are concerned with evaluation and treatment that promote psychological health in individuals, families, and organizations. This can range from prevention of minor problems of adjustment to treatment of individuals whose disorders require institutionalization. Clinical psychologists can be involved exclusively in clinical treatment, or can have active research programs in addition to their clinical practices.

Research psychologists, in contrast, do not engage in treatment. They are concerned with developing and testing theories of human and animal behavior at a variety of levels. If you choose a career in psychological research, you will have to select a subarea of the field for your specialization. The main subareas represented by the faculty at Hopkins include physiological or biological psychology, cognitive psychology, and developmental psychology. There are many other areas of psychology (the American Psychological Association recognizes over 50 divisions each representing different subspecialty within the field). In addition, there are a growing number of interdisciplinary fields that involve psychological research in one form or another. These include such fields as cognitive science, neuroscience, and biomedical engineering.

Given the enormous range of subspecialties within psychology, it is often difficult to decide which one best suits your interests. The most efficient approach to making this decision is to take a wide range of courses during your undergraduate years, starting with broad introductory level courses that cover many topics briefly, followed by more advanced course-work in those areas that interest you most. You should also talk to faculty and graduate students about the scope of each area as you narrow your list of potential specializations.

Despite the difference in emphasis provided by research and clinical training programs, preparation for applying to graduate school in these two tracks is surprisingly similar. In both cases, you should build up a strong undergraduate transcript in the natural sciences, including mathematics, statistics, and biology. In addition, you should take a wide range of courses within psychology both to enhance and round out your education within the field and to help pin down which area of psychology most interests you.

Contrary to a common belief, clinical training programs are not looking for applicants who have taken a lot of clinical psychology coursework as undergraduates. Instead, they are typically more interested in someone who has a broad-based grounding in psychology and other sciences, and someone with a high level of motivation, who is adept at learning.

When you apply to graduate school, you will send a set of documents to the admissions committees of the schools you wish to attend. These documents will serve as the basis for each committee's decision to admit you to their program or invite you for an interview. Obviously, those documents should be as strong as possible and you are encouraged to talk to a faculty member about your application to help make it as strong as possible. The choices you make now about what sorts of activities to pursue and how to prioritize your time will determine just how strong they are. Your applications will include at least the following: A statement of purpose, an academic transcript, test scores (e.g., from the Graduate Record Exam), and at least three letters of recommendation.

Statement of Purpose

The first thing an admissions committee will want to know is whether you know what you're getting yourself into. You should have a very clear idea of what your objectives are in pursuing graduate training. If your objectives are not clear, that will be reflected in your statement. You should seek information from faculty members and from graduate students in helping you to clarify your goals. You should also ask one or more faculty members to read a draft of your statement with a critical eye before you send it off.

Grades

All other things being equal, it is better to have good grades than to have poor grades. However, it is important to keep in mind that good grades are only one factor that contributes to a decision about whether to admit you. The difference between a 3.4 GPA and a 3.6 GPA is not going to have nearly as significant an impact as whether or not you have research experience. It is not worth overextending your mental resources to the detriment of other activities and your own happiness, to eke out another point or two in your GPA. On the other hand, a GPA of 2.7 does not look good and will often be enough reason, in itself, for an unfavorable decision.

Graduate Record Examination

Most graduate schools require applicants to take the Graduate Record Examination. The GRE is administered by the Educational Testing Service. Usually you will want to take the GRE at the fall administration in the year before the fall you intend to enter graduate school. To register for the GRE, pick up a free copy of the GRE Registration and Information Bulletin, which is available from the Registrar's Office in the basement of Garland Hall. There are two parts to the GRE: the General Test and the Subject Tests. All graduate schools require you to take the General Test, and many require you to take the Subject Test in the relevant field (in this case, Psychology). The General Test is given in the morning of the test date and the Subject Tests in the afternoon. You need not take the two parts on the same test date. It is important to check the GRE bulletin because some test dates may be for the General Test only.

You are strongly encouraged to purchase a GRE preparation book (available at the Book Center) and to take some timed practice tests on your own. This will familiarize you with the format for the GRE, which will help your confidence (and may slightly magnify your vocabulary!) If you are taking the Psychology Subject Test, then it is a good idea to review an introductory psychology textbook in the weeks before you take the test. Preparation courses for the GRE are also available. They will give you many timed practice tests and will offer some hints on test taking strategies. The Department of Psychological & Brain Sciences does not make any recommendation concerning the effectiveness of such courses.

Letters of Recommendation

Reread the section above about letters of recommendation. Remember: this is the one place where your intangibles— your creativity, your reliability, your ability to work effectively with other people—must come through. You should make every effort to be sure that your potential recommenders know you well.

Further Information

The department and the Psi Chi Society sponsor evening get-togethers that are designed to answer your questions about the psychology major and to assist students wishing to apply to graduate school in psychology. Graduate programs in both experimental and clinical psychology are discussed.

The Psi Chi office maintains a file of information concerning graduate programs in psychology around the country. The following publications provide additional information about graduate programs. Most of them are available in the library and in the administrative offices of the Department of Psychological & Brain Sciences.

Graduate Study in Psychology and Related Fields, published biennially by the American Psychological Association (APA). This book contains vital information about every graduate psychology program in the country, including admissions requirements, deadlines, programs and facilities offered, etc.

Career Opportunities for Psychologists: Expanding and Emerging Areas.
Complete Guide to Graduate School Admissions: Psychology and Related Fields.
Is Psychology the Major for You?

These three books are also published by the APA (www.apa.org) and provide a variety of useful information about applying to graduate school and career opportunities once you have completed your graduate training.

Training Programs in Neurosciences, which is published by the Society for Neuroscience, provides information for those interested in the emerging interdisciplinary field of neuroscience.

Discrimination Statement

The Johns Hopkins University does not discriminate on the basis of race, color, gender, religion, sexual orientation, national or ethnic origin, age, disability, veteran status or marital status in any student program or activity administered by the University or with regard to admission or employment. Defense Department discrimination in ROTC programs on the basis of sexual orientation conflicts with this university polity. The university continues its ROTC program, but encourages a change in the Defense Department policy.

Questions regarding Title VI, [Title IX](#) and [Section 504](#) should be referred to the [Office of Institutional Equity](#).



Johns Hopkins University

Psychological and Brain Sciences
Undergraduate Student Handbook
2020-2021