OVERVIEW

The primary goal of graduate study in psychology at Oklahoma State University is to produce scholars-researchers with sufficient breadth and depth to permit successful independent and significant research. While major emphasis is given to the preparation for research, organized and concerted effort is also made to give students the necessary background for teaching, practice, or any combination of these fields. The department admits only full-time students planning to work toward the Ph.D. degree. The M.S. degree is awarded as the first step in doctoral training. Throughout training, students develop skills in research, teaching, and other professional activities integral to psychology.

Should you wish to apply to one of our programs, please note that your completed application must be received by December 1, 2008 for the Clinical Program and by January 15, 2009 for the Lifespan Development Program. We will begin reviewing applications shortly after these dates with final decisions coming approximately six to eight weeks thereafter. Within these time constraints, we will inform you of your status as promptly as possible.

If you have any questions prior to, during, or after the application process, please feel free to contact our office by letter, telephone, or email. Once again, thank you for your interest.

Sincerely,

Maureen A. Sullivan, Ph.D.
Associate Professor & Head

The university is committed to equal educational opportunity. Students and faculty are selected without regard to ancestry, sex, age, religion, lifestyle, or handicap condition.

ABOUT THE UNIVERSITY

Oklahoma State University is located in Stillwater, a city of 38,000 located in north central Oklahoma. The university is coeducational and has an enrollment of approximately 32,000 students on its four campuses. Approximately 70 percent are on the Stillwater campus. The graduate student enrollment totals 4,589. Of these students, 58 percent are from Oklahoma, 17 percent are from others states, and 25 percent are from foreign countries.

The university is committed to equal educational opportunity. Students and faculty are selected without regard to ancestry, sex, age, religion, lifestyle, or handicap condition.
CLINICAL PROGRAM

The clinical psychology program doctoral program at Oklahoma State University integrates scientific and professional training through didactic, practicum, and research experiences. The goal is to educate students for eventual roles as research scientists, clinicians, and problem solvers in the public and/or private sphere. The program emphasizes the development of knowledge and skills in basic psychology, clinical theory, evidence based assessment and treatment procedures, and research. Although the program provides broad and general training for all students, three specialized tracks are offered: clinical child, health psychology, and general clinical psychology. The clinical psychology program has been continuously accredited by the American Psychological Association (APA) since 1971.

The program uses a Scientist-Practitioner Model of training which emphasizes a mentorship model of research training, wherein students participate in ongoing research of a faculty member, as well as initiating their own independent research. Students are expected to participate in a variety of research experiences throughout their training to develop the necessary conceptual skills to design and evaluate clinical research. The clinical faculty publish in top quality research journals, present at national and international conferences, and are active leaders in professional organizations.

Students will participate in seminars, core courses, and clinical practica in order to gain experience with the discipline of psychology. Students acquire clinical training through supervised experiences in both a departmental training clinic and community agencies. Students are required to complete a one year APA-approved internship prior to completion of the Ph.D. Students who enter with a master's degree follow a similar curriculum.

LIFESPAN DEVELOPMENTAL PSYCHOLOGY PROGRAM

The program in Lifespan Developmental Psychology has three primary goals:

- Instruction in content areas of developmental psychology
- Training in research methodology and quantitative analysis
- Preparation for research and/or teaching careers

The Lifespan Developmental Psychology Program faculty conduct research in a variety of areas across the lifespan, including the effect of nutritional deficiencies on cognitive development in infancy, cognitive development in infancy and early childhood, children's social development, stress response and peer relationships, comparative approaches to behavioral analysis, language processing, the effects of mass media, memory in older adults, personality assessment, retirement planning and financial cognition, self-regulation and persuasion, and stereotypes and prejudice. Students work with a primary research advisor in accordance with a mentorship model of graduate training.

All students are required to complete a master's thesis and a doctoral dissertation. In addition, students are expected to participate in research activities throughout their graduate training. Research experience is complemented by course work in statistics and research methodology and design. All students also take a practicum course in the teaching of psychology, and most gain experience as instructors. In addition, students in the Lifespan Developmental Psychology Program are encouraged to develop applied skills to enhance their job market potential.

SOME RECENT THESIS AND DISSERTATION TITLES

“Sex and Developmental Differences in Disruptive Behavior Disorder Symptoms in a Pediatric Sample”

“An Experimental Examination of Learned Helplessness in Native American and Caucasian College Students”

“The Effects of Attributions on Mothers' Behavioral and Affective Responses to Children's Behavior”

“Investigation of A Brief normative Electronic intervention For College Student Gambling”

Rudrkn 2nite?: Cellular Text Messaging Prompts For Alcohol Harm-Reduction on Campus”

Some recent thesis and dissertation titles are:

“Predicting Moral Judgment Competence from Developmental Building Blocks and Moral Emotions: A Structural Equation Model”

“Age of Acquisition Effects in Bilingual World Translation”

“The Effects of Agitated Serial Dilutions on Whole Organisms Roma Tomatoes (Lycopersicon lycopersicum), Honeybees (Apis Mellifera L.), and Rosy Red Minnows (Pimephales Promelas)”

“Adult Recall of Childhood Television Viewing”

“Gender Differences and Relationship Status in Infidelity: Who's Chasing Whom?”

“The Influence of Movement and Pre-Defined Distance on the Kappa Effect”

“Relation between Body Mass Index and Aggression Among First Grade Children”

“The Effects of Stereotype Threat on Older Adults’ Prospective Memory Performance”

The Psychology department expects prospective students to attend an Open House to be held February 21, 2009. Applicants will be notified by late December if they are to be invited.
ELIGIBILITY

Any bachelor’s or master’s degree can be the basis for seeking admission, provided the applicant has completed the prerequisite courses. Background courses deemed essential for graduate study are Introductory Psychology, Experimental Psychology, Quantitative Methods in Psychology, and History of Psychology. If otherwise admissible, students lacking History of Psychology will be permitted to acquire this course after their admission to the program.

Factors generally helpful in gaining admission to the program include a high undergraduate grade point average, high scores on the Graduate Record Examination, strong letters of recommendation, demonstrated ability to communicate effectively, evidence of quantitative and research skills, and evidence of interest and commitment to one or more aspects of psychology represented by department faculty. Additionally, for the Clinical Program, evidence of interpersonal facility is an essential factor.

Both department programs require full-time enrollment.

PREDOCTORAL INTERNSHIP SITES

Recent APA* approved clinical internships placements for our students:
- University of Oklahoma Health Sciences Center
- Mailman Center Child Development
- University of Miami School of Medicine
- Charleston Consortium Internship
- Kennedy Krieger Johns Hopkins University
- VA Medical Center
- Children’s Hospital of Michigan
- Memphis VA Medical Center

For additional information or questions on the accreditation of OSU’s Clinical Psychology Program, contact the office of Program Consultation and accreditation at:
American Psychological Association
750 First Street NE,
Washington DC 20002-4242
Toll-free: 800.374.2721
202.336.5979
TDD/TTY: 202.336.6123, or you can visit their web site at www.apa.org
APPLICATION AND ADMISSION

We do not require that applicants have a bachelor’s degree in psychology. We do require, however, that the applicant have specific courses on the transcript. These are Introductory Psychology, Experimental Psychology, Quantitative Methods in Psychology, and History of Psychology. Abnormal Psychology is recommended if the student is applying to the Clinical Program. Naturally, grades of “B” or better are highly recommended. Students who are successful in their application typically have GPA of 3.3 or higher.

We require three letters of reference. These letters should be from psychology faculty from whom you have taken classes or under whom you have carried out research. If you are applying to the Clinical Program, it is advisable that you include letters from individuals with whom you have worked that can attest to your abilities, industriousness, interpersonal facility, stability, etc.

We require a two- to three-page Statement of Purpose. This statement should be typed and well-written. This statement should address (a) why you want to become a psychologist, (b) experiences you have had that enhance your psychology application, (c) future plans after you achieve the doctorate, etc. For those applying to the Clinical Program, carefully chronicle any job experience in the helping professions, especially any jobs relating to mental health. Include both paid and volunteer experience in these areas.

We require that you submit a paper representative of your writing abilities, preferably from an experimental psychology course, a convention paper presentation, or a manuscript submitted or accepted for publication. If one of these is not available, any paper from a psychology course will suffice.

Students from minority groups are actively encouraged to apply.
FINANCIAL SUPPORT

The Department of Psychology recognizes that students who enter graduate school typically have both the need and the desire to be self-supporting. Since our graduate training programs aim at high-level professional training, we believe that every student should be provided with adequate financial support to complete the program. The department does not encourage graduate students to enroll in the programs while supporting themselves with a job not associated with their academic pursuits.

The department’s goal is to provide some financial support for all graduate students through teaching assistantships, research assistantships, fellowships, and traineeships. The department also helps students locate other sources which can support their graduate training. Although it is not always possible to do so, the department is committed to the concept of student support because of the desirability of students devoting full-time attention to graduate work.

SUPPORT SERVICES

Special activities are designed to introduce students to the academic and social resources available in the Department, across campus, and in the community. Throughout the student’s graduate career, the department offers support services through the Psychology Diversified Students Program, the American Indians Into Psychology Program, and the Psychology Graduate Student Association. We provide students with information about financial aid and support services within the department.

FACILITIES

The Department of Psychology is located in North Murray near the center of the OSU campus. All students are provided with an office. The department owns a wide variety of equipment for research and instructional purposes. Laboratories are equipped with microcomputers for automatic presentation of stimuli, recording psychophysiological data and other response parameters, controlling experiments, and establishing data files. Well-equipped laboratories for comparative and physiological work are available as well.

The department has a networked computer lab and additional computers are available for graduate student use. The department operates the Psychological Services Center, an on-campus facility for clinical work and research. The Center has equipment and facilities to accommodate a number of specialized services and functions, including behavioral play therapy, videotaping, direct observation of clinical work using one-way mirrors, and direct supervision through telephones placed in therapy rooms. The department maintains liaison with many off-campus organizations and agencies which provide the student with access to special populations for research as well as clinical activities.
Charles I. Abramson, Ph.D.  
(Boston University, 1986)

Current Research:
Understanding the neuronal mechanisms of learning, particularly in invertebrate systems, comparative analysis of behavior, behavioral pharmacology of pollutants and drugs.

Recent publications appear in:
Journal of Herpetology
Entomological Science
International Journal of Aviation Psychology
Environmental Entomology
Teaching of Psychology
American Biology Teacher

Recent Books include:

Other Interests:
Apparatus design, use of animals in science education

Teaching Interests:
Comparative Behavior
Biological Psychology
History of Psychology

Jennifer Byrd-Craven, Ph.D.  
(University of Missouri, 2007)

Current Research:
Stress response and coping in peer relationships, stress during development, sex differences in stress response and social cognition

Recent publications appear in:
Acta Psychological Sinica
Reproductive BioMedicine
Human Nature
Hormones & Behavior

Other Interests:
Plasticity of the stress response system
Evolutionary developmental psychology

Teaching Interests:
Developmental Psychology
Social Development
Developmental Psychobiology

Melissa Burkley, Ph.D.  
(University of North Carolina, Chapel Hill, 2006)

Current Research:
Understanding the causes and consequences of prejudice and stereotypes

Recent publications appear in:
Journal of Experimental Social Psychology
and chapter appears in Applied Social Psychology
Journal of Personality and Social Psychology

Other Interests:
Gender and Race Stereotypes
Measuring implicit attitudes
Social cognition

Teaching Interests:
Social Psychology
Stereotypes and Prejudice
Research Methods

Jared P. Dempsey, Ph.D.  
(Texas Tech University, 2007)

Current Research:
Addiction and comorbid mental health disorders. Specifically, how anxiety disorders may contribute to, result from, or maintain an addiction.

Recent publications appear in:
The American Journal on Addictions
Encyclopedia of Substance Abuse Prevention, Treatment, and Recovery
Psychopharmacology
Journal of Psychopathology and Behavioral Assessment

Other Interests:
Affective Modulation of the startle response and other psychophysiological research tools. Objectively assessing affective reactions to the addicted substance and the desire to change substance using behaviors.

Teaching Interests:
Behavior Medicine
Personality Assessment

Ed Burkley, Ph.D.  
(University of North Carolina, Chapel Hill, 2006)

Current Research:
Examining how people regulate their behavior in terms of motivation, goals and persuasion.

Recent publications appear in:

Other Interests:
The pursuit and management of goals
Quantitative Methods.

Teaching Interests:
Social Psychology
Research Methods
Self & Identity

John M. Chaney, Ph.D.  
(University of Missouri, 1991)

Current Research:
Academic achievement and training of American Indian Students. Social cognitive basis of Native American images and symbols as sports mascots.

Recent publications appear in:
Journal of Abnormal Child Psychology
Journal of Abnormal Behaviour Research and Therapy

Other Interests:
Family systems theory and narrative approaches to therapy

Teaching Interests:
Family Treatment Methods
Multicultural Psychology

Matt Alderson, Ph.D.  
(University of Central Florida, 2008)

Current Research:
Examination of existing and emerging models and potential endopheno types of ADHD, including working memory, behavioral inhibition, impulsivity and delay aversion, and ADHD related variability.

Recent publications appear in:
Journal of Abnormal Child Psychology
Journal of Attention Disorders
Journal of Child Psychology and Psychiatry

Other Interests:
Tertiary symptoms such as poor academic achievement, impulsivity, and hyperactivity.

Teaching Interests:
Developmental Psychopathology
Clinical Supervision
Research Methods

DeMond M. Grant, Ph.D.  
(University of Buffalo-SUNY, 2008)

Current Research:
Factors that influence the development of comorbidity among anxiety and mood disorders. Currently focusing on cognitive and interpersonal facets of social anxiety and depression.

Recent publications appear in:
Journal of Abnormal Behaviour Research and Therapy
Cognition and Emotion
Journal of Anxiety Disorders

Other Interests:
Unique and common cognitive facets of social anxiety and depression, with particular emphasis on rumination. Interpersonal correlates of social anxiety and their impact on the development of depressive symptom.

Teaching Interests:
Clinical Supervision and Psychopathology
James W. Grice, Ph.D.
(University of New Mexico, 1995)

Current Research:
Quantitative Methods and Personality Assessment. Specifically, multivariate statistical modeling techniques and development of idiosyncratic methods of personality assessment.

Recent publications appear in:
Journal of Personality
Psychological Methods
Multivariate Behavioral Research

Other Interests:
Statistical methods,
Personal Construct Theory,
Mathematical models of self-reflexion,
Self-concept
Analytical psychology

Teaching Interests:
Quantitative Methods
Personality Assessment and Theory
Tests and Measurements

Sheila M. Kennison, Ph.D.
(University of Massachusetts, Amherst, 1995)

Current Research:
Language processing with an emphasis on semantic and syntactic processing during reading, bilingual language processing, and reading in Chinese.

Recent publications appear in:
Cognition
Journal of Memory and Language
Psychonomic Bulletin & Review
Bilingualism: Language and Cognition
Linguistic Inquiry
Cross Cultural Cognition

Other Interests:
Hemispheric differences in word processing in first and second languages

Teaching Interests:
Language Development
Research Design
Quantitative Methods

Her research is currently funded by the National Science Foundation.

Douglas A. Hershey, Ph.D.
(University of Southern California, 1990)

Current Research:
Developmental differences in retirement planning and financial decision making. Specifically, the investigation of psychomotivational forces that lead some, but not others, to plan for the future.

Recent publications appear in:
Financial Services Review
The Gerontologist; Aging,
Neuropsychology and Cognition
International Journal of Aging & Human Development

Other Interests:
Successful adult development,
multidisciplinary multivariate models of life planning.

Teaching Interests:
Cognitive Psychology
Decision Making
Adult Psychological Development

Thad R. Leffingwell, Ph.D.
(University of Washington, 2000)

Current Research:
Motivation and ambivalence in the behavioral change process, including clinical interventions (motivational interviewing) for resolving ambivalence and promoting behavior change - currently focused on health risk behaviors including substance use. Recent studies have investigated biased processing of health information, social norms or alcohol use, and the efficacy of a cd-rom intervention for college student drinking.

Recent publications appear in:
Journal of Clinical Psychology and Addictive Behaviors

Other Interests:
Cognitive-behavioral therapy
Evidence-based Practice of Psychology

Teaching Interests:
Abnormal Psychology
Behavior Therapy Substance Use
Larry L. Mullins, Ph.D.
(University of Missouri, 1983)

Current Research:
Child and family adjustment to pediatric chronic illness, with an emphasis on identifying factors that predict both resilience and adjustment difficulties in children and their parents. Randomized trials with parents of children with a chronic illness.

Recent publications appear in:
Journal of Pediatric Psychology
Journal of Asthma
Journal of Developmental and Physical Disabilities
Pediatric Blood and Cancer

Teaching Interests:
System of Psychotherapy
Psychopathology
Pediatric Psychology

Melanie C. Page, Ph.D.
(Arizona State University, 1998)

Current Research:
Young children’s social development, Program evaluation, Obesity prevention, and women in science.

Recent publications appear in:
Early Childhood Research Quarterly
Journal of the American Dietetic Association
Early Childhood Development and Care Pediatric Blood and Cancer

Other Interests:
Positive coping
Mentoring
Diversity issues

Teaching Interests:
Undergraduate and Graduate Statistics

Richard Potts, Ph.D.
(University of Kansas, 1983)

Current Research:
The effects of television and other media on social behavior, social cognition, and social development. Specific topics include investigation of adults’ recall of childhood TV viewing, and personality correlates of television viewing preferences.

Recent publications appear in:
Communication Research
Journal of Applied Developmental Psychology
Journal of Pediatric Psychology
Journal of Broadcasting and Electronic Media

Teaching Interests:
Psychology of Mass Media
Research Methods
Social Psychology

Celinda M. Reese, Ph.D.
(Louisiana State University, 2000)

Current Research:
Cognitive development in late adulthood. Specific interests include age differences in memory and metamemory.

Recent publications appear in:
Aging, Neuropsychology, and Cognition
International Journal of Aging and Human Development
Educational Gerontology

Teaching Interests:
Memory
Experimental Psychology
Developmental Psychology

Maureen A. Sullivan, Ph.D.
(Stonybrook University, 1990)

Current Research:
Effective parenting strategies and child misbehavior in early childhood. Children and their families’ adjustment to natural disaster

Recent publications appear in:
Journal of Aggression, Maltreatment, and Trauma

Other Interests:
The assessment of behavior problems
Maintenance of behavior change in children

Teaching Interests:
Child Diagnostic Methods
Abnormal Psychology
Child Psychopathology and Treatment

David G. Thomas, Ph.D.
(University of Denver, 1981)

Current Research:
Nutrition, malnutrition, and cognitive development in infancy. This work is a collaborative effort with the Department of Nutritional Sciences to examine the role of trace metals in infant cognition and temperament, primarily in rural Ethiopia

Recent publications appear in:
Developmental Neuropsychology
Journal of Applied Developmental Psychology
Applied Neuropsychology

Teaching Interests:
Introductory Psychology
Developmental Psychology
Neurobiological Psychology

LaRicka R. Wingate, Ph.D.
(Florida State University, 2006)

Current Research:
Interpersonal causes, correlates, and consequences of both suicidal behavior and depression. Specifically, stress generation in depression and suicide risk assessment, treatment, risk factors, and suicidality in ethnic minority groups.

Recent publications appear in:
Suicide & Life-Threatening Behavior
Journal of Social and Clinical Psychology
Journal of Consulting & Clinical Psychology
Annual Review of Psychology

Other Interests:
Protective factors for minority group members, and positive psychology

Teaching Interests:
Clinical Practicum Psychology
Multicultural Psychology
Introduction to Clinical Methods
EMERITI FACULTY

Larry Brown, Ph.D.
(Princeton, 1962)

Harry Brobst, Ph.D.
(Pennsylvania, 1952)

H. Stephen Caldwell, Ph.D.
(Purdue, 1969)

Donald Fromme, Ph.D.
(Iowa, 1966)

Roy Gladstone, Ph.D.
(Illinois, 1949)

Vicki Green, Ph.D.
(Colorado State, 1974)

Arthur Harriman, Ph.D.
(Cornell, 1952)

Bob Helm, Ph.D.
(SUNY Albany, 1972)

Larry Hochhaus, Ph.D.
(Iowa State, 1970)

William E. Jaynes, Ph.D.
(Ohio State, 1955)

Julia L. McHale, Ph.D.
(Minnesota, 1955)

James Phillips, Ph.D.
(Southern Illinois, 1964)

William Rambo, Ph.D.
(Purdue, 1957)

Kenneth Sandvold, Ph.D.
(Illinois, 1962)

William Scott, Ph.D.
(Texas Christian, 1969)

Robert Schlottmann, Ph.D.
(Louisiana State, 1970)

Robert Stanners, Ph.D.
(Iowa, 1963)

Robert J. Weber, Ph.D.
(Princeton, 1962)

FOR FURTHER INFORMATION ABOUT...

Clinical Program
Dr. Thad R. Leffingwell,
Director, Clinical Training Program,
(405)744-7494
e-mail: thad.leffingwell@okstate.edu

Lifespan Developmental Program
Dr. Melanie Page
Director, Lifespan Developmental Program,
(405)744-7335
e-mail: lifespan@okstate.edu

Graduate Advisor and Coordinator of Psychology
Diversified Students Program
Patricia Diaz Alexander
(405)744-7591
e-mail: patricia.alexander@okstate.edu

American Indians Into Psychology
Director, Dr. John Chaney
(405)744-6113
e-mail: aiip@okstate.edu

SUBMISSION OF APPLICATION
Application Checklist

| December 1, for Clinical Psychology |
| January 15, for Lifespan Developmental Psychology |

It is recommended that you submit materials a month before the deadline to ensure that the Graduate College has sufficient time to process your application. However, all applications received by the program deadline will be reviewed.

Mail the following to:
The Graduate College
Oklahoma State University
203 Whitehurst Hall
Stillwater, OK 74078

- Graduate School Application
- Application fee for the web $40.00/paper $50 for domestic students and $75.00 (web/paper) for international students (Non Refundable).
  Make payable to Oklahoma State University
- Transcripts (One (1) OFFICIAL copy from all schools attended post high school)

Mail the following to:
Department of Psychology
Oklahoma State University
211 N. Murray Hall
Stillwater, OK 74078

- Three (3) letters of recommendation
- Personal Statement (read page 5 of this booklet)
- Psychology Summary Sheet
- GRE Scores
- Sample of Writing
- Transcripts (One (1) OFFICIAL copy from all schools attended post high school)
- Stamped, Self-addressed Postcard (optional)

The Psychology department expects prospective students to attend an Open House to be held February 21, 2009. Applicants will be notified by late December if they are to be invited.