Dear Prospective Student:

On behalf of the Department of Psychology at Oklahoma State University, I would like to thank you for your interest in our graduate program. This booklet will provide you with succinct information about our program. Please check out our home page for more information at http://www.psychology.okstate.edu.

I encourage you to review this information and to apply to one of our graduate programs. Our faculty are committed teachers and researchers who work directly with graduate students. Cultural diversity is also valued in our program, and we actively recruit Native American, African American, Asian American, and Hispanic applicants.

Based on a survey of our recent Ph.D.s, our graduates have found employment in academic institutions, public and private mental health settings, and in industry. The training students receive at OSU enables them to use their skills to make significant contributions to science, mental health, and society in general.

Should you wish to apply to one of our programs, please note that your completed application must be received by January 1, 2008 for the Clinical Program and by February 1, 2008 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 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.

The Department of Psychology is proud of the academic and cultural diversity of its students, faculty, and staff. The department encourages applications from African American, Asian American, Hispanic, and Native American candidates as part of its effort to maintain and advance a rigorous and well-informed academic community.

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.
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.

The program in Lifespan Developmental Psychology has three primary goals:

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

The Lifespan Developmental 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, 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, stereotypes and prejudice, and time perception and time experience. 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 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 Program are encouraged to develop applied skills to enhance their job market potential.

* The Psychology department expects prospective students to attend an Open House to be held March 1, 2008. Applicants will be notified by early February if they are to be invited.

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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.

PREDICTORAL INTERNSHIP SITES

Recent APA* approved clinical internships placements for our students:
- University of Mississippi VA Medical Center
- VA Black Hills Health Care System
- University of Oklahoma Health Sciences Center
- University of Mississippi VA Medical Center
- Children’s Mercy Hospital
- James A. Haley Veteran’s Hospital

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 website at www.apa.org
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 four-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.

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

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

Teaching Interests:  
Developmental Psychology  
Social Development  
Cognitive Development

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

Current Research:  
Examining the role of self-regulation in attitude change (i.e., persuasion) as well as developing a general model of goal management.

Recent publications appear in:  
Journal of Personality and Social Psychology  
Personality and Social Psychology Bulletin  
Understanding Behavior in the Context of Time

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

Teaching Interests:  
Social Psychology  
Research Methods  
Self & Identity

Jennifer L. Callahan, Ph.D., ABPP  
(University of Wisconsin-Milwaukee, 2003)

Current Research:  
Clinically relevant research in psychotherapy or assessment, with particular interest in research aimed at improving clinical training of future psychologists.

Recent publications appear in:  
Clinical Case Studies  
Journal of Perinatology  
Psychological Services

Other Interests:  
Psychiatry genetics  
Prodromal psychosis  
Advances in clinical training

Teaching Interests:  
Assessment (intellectual, personality, neuropsychological)  
Evolutionary Psychology

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

Current Research:  
Understanding the positive and negative consequences of being a member of a stereotyped group.

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

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

Teaching Interests:  
Social Psychology  
Stereotypes and Prejudice  
Research Methods

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

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:  
Rehabilitation Psychology,  
Journal of Pediatric Psychology  
Journal of Clinical Psychology in Medical Settings

Other Interests:  
Family systems theory and narrative approaches to therapy

Teaching Interests:  
Family Treatment Methods  
Multicultural Psychology

Jennifer L. Callahan, Ph.D., ABPP  
(University of Wisconsin-Milwaukee, 2003)

Current Research:  
Clinically relevant research in psychotherapy or assessment, with particular interest in research aimed at improving clinical training of future psychologists.

Recent publications appear in:  
Clinical Case Studies  
Journal of Perinatology  
Psychological Services

Other Interests:  
Psychiatry genetics  
Prodromal psychosis  
Advances in clinical training

Teaching Interests:  
Assessment (intellectual, personality, neuropsychological)  
Evolutionary Psychology

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 idiographic 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
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 behavior 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

Shelia 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, language acquisition

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

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.

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.

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

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 body image  

Recent publications appear in:  
Early Childhood Research Quarterly  
Families, Systems & Health: The Journal of Collaborative Family Health  
Journal of Substance Abuse and Treatment, Journal of Physical and Developmental Disabilities  
Journal of Pediatric Psychology  

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:  
Journal of Applied Developmental Psychology  
Communication Research  
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 performance and metamemory.  

Recent publications appear in:  

Teaching Interests:  
Memory, Experimental, and 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 is involved with two areas:  
1) 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, primary in rural Ethiopia.  
2) Addressing issues related to time and its perception, primarily in two aspects of this broad but neglected area of research: (a) the influence of environmental variables on the perception of time and (b) people's personal assumptions about the nature of time.  

Recent publications appear in:  
Developmental Neuropsychology  
Journal of General Psychology  

Teaching Interests:  
Introductory, Developmental, and 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
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)


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: alip@okstate.edu

SUBMISSION OF APPLICATION
Application Checklist

January 1, for Clinical Psychology
February 1, 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 $0.00/paper $0 for domestic students and $7.00 (web/paper) for international students (Non Refundable).
Make payable to Oklahoma State University

Transcripts (Two (2) OFFICIAL copies 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

Stamped, Self-addressed Postcard (optional)

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Visit our website:
www.psychology.okstate.edu