

# GRE Internet and Book Information

GRE and ETS Home: [www.ets.org/gre/](http://www.ets.org/gre/)

GRE Registration Page: [www.gre.org/cbtttest.html](http://www.gre.org/cbtttest.html)

GRE Prep Courses:  
[www.kaptest.com/gre](http://www.kaptest.com/gre)

<http://www.princetonreview.com/grad/testprep>

<http://www.powerscore.com/gre/>

GRE Free Online Practice:  
[www.testprepreview.com/gre\\_practice.htm](http://www.testprepreview.com/gre_practice.htm)

[www.soundkeepers.com/GRE/](http://www.soundkeepers.com/GRE/)

<http://www.west.net/~stewart/gre/>

<http://www.greguide.com/download.html>

GRE Pay Online Practice:

[www.petersons.com/testprep](http://www.petersons.com/testprep)

<http://www.800score.com/gre-index.html>

Vocabulary and Math Builders:

[www.dictionary.com](http://www.dictionary.com) (free)

<http://grammar.ccc.commnet.edu/grammar/vocabulary.htm> (free)

<http://www.number2.com/> (highly recommended and free)

<http://www.easy-prep.com/> (flashcard; must order)

GRE Prep Books:

Kaplan ([www.kaptest.com/gre](http://www.kaptest.com/gre))

Princeton Review (<http://www.princetonreview.com/grad/testprep>)

- Word Smart 1 & 2
- Math Smart 1 & 2

Barron's GRE Prep Book ([www.amazon.com](http://www.amazon.com))

ETS GRE Prep Book ([www.amazon.com](http://www.amazon.com))

## Does Research Experience Make a Significant Difference in Graduate Admissions?

by [Lynn H. Collins](#) - La Salle University

Often we faculty tell you that we had it tougher than you do. We walked 10 miles in the snow and lived in utter poverty, all for the honor of studying for long hours . . . which is all true . . . but time has not made graduate school admissions criteria less stringent. The criteria have actually gotten tougher. In talking with other graduate program admissions committee members, it seems that although the GRE scores required have stayed about the same, these days most successful applicants have already presented their own research at a conference. Many of today's applicants have authored or coauthored papers. These things were not typical of applicants when I applied to graduate programs. Although I have served on admissions committees myself, I thought it was important to examine the literature on graduate admissions. I found that with one or two exceptions, the data is consistent with my experience.

Some of the things one might think are important are actually not so important. Your score on the advanced Psychology GRE is less important than your Verbal and Quantitative scores (Bonfazi, Crespy, & Rieker, 1997; Landrum & Cashin, 1991; Munoz-Dunbar & Stanton, 1999; Purdy, Reinehr, & Swartz, 1989). Admissions committees often believe that if you have strong basic academic skills, then they can teach you psychological theories. Practica, internships, or field placement experiences and nonpsychology activities are not given as much weight in PhD program admissions. Although it may be that these hands-on experiences are important for those wishing to enter PsyD programs in clinical psychology, researchers who have studied admissions to PhD programs in experimental, clinical, counseling, and school psychology have found that practica, internships, or field placement experiences are not as important as GPA, GRE scores, letters of recommendation, and research experience (Hines, 1986; Landrum & Cashin, 1991; Landrum, Jeglum, Cashin, 1994; Purdy, Reinehr, & Swartz, 1989).

Researchers conducting the most recent study of graduate admission directors of APA programs in clinical psychology found that research experience or commitment to research was the most important factor in selecting graduate students, followed by letters of recommendation, statement of purpose, quantitative GRE score, and other factors (Munoz-Dunbar & Stanton, 1999). In another study of APA-approved clinical psychology programs, research experience was only exceeded in importance by verbal and quantitative GRE scores. These were followed in importance by letters of recommendation and grades (Hines, 1986).

Purdy, Reinehr, and Schwartz (1989) looked at the priorities of admission committees in a variety of types of graduate psychology programs. They also found that admission committees emphasized GREs (verbal, quantitative, and total), letters of recommendation, research experience, and GPA more than clinical experience, psychology GRE, analytic GRE, previous graduate course

work, and courses taken. Landrum, Jeglum, and Cashin (1994) found that GPA, GRE, and letters of recommendation are important, as are autobiographical statements, conference presentations, and publications.

On the other hand, when I've served on PsyD admissions committees, I've noticed that clinical work experiences were valued more highly than research. This observation was confirmed by Bonifazi, Crespy, and Rieker (1997). If you apply to PsyD programs, it will be important that you ask the professors and clinical supervisors who are familiar with your clinical skills to write letters for you. Even on PsyD admissions committees, however, research experience may still be valued. After all, most professors, even those who teach in PsyD programs, hold PhDs themselves and are often interested in research.

When Hines (1986) and Bonfazi, Crespy, and Rieker (1997) asked faculty teaching in doctoral programs whether any particular course or activity would have made a student with a master's degree more attractive for admission, the most common response was research involvement. In Bonfazi, Crespy, and Rieker's (1997) study, 33% of the respondents from APA-approved PhD programs in clinical psychology, 44% of respondents from PhD programs in counseling, and 27% of respondents from school psychology programs said that research experience would make an applicant from a master's program more attractive. When asked the same question in Hine's (1986) study, 33% of the respondents from APA-approved programs in clinical psychology said that research involvement including joint authorship of a paper or publication, would make an applicant more attractive. Considering its relative importance in the ranking of applicants, research can make up for a less-than-optimal GPA, but only up to a point.

I am a good example of the influence of research experience on admissions. I was in the rigorous premedical program at Duke University, so I regularly enrolled in physics, chemistry, and biology courses, a math course, and a couple of psychology courses. I came down with mononucleosis one semester and didn't withdraw from school because I didn't want to be seen as a quitter. Not the best call. I also had a very busy social life. So, my GPA was not a 4.0. But when I earned an A in a graduate-level statistics course, the professor took me aside and offered me the chance to get involved in research on schizophrenia. I accepted the offer and was eventually admitted to an APA-accredited program in clinical psychology to work with an expert on schizophrenia research. Coincidence? I think not.

Research involvement, including presenting your research at conferences, also affects your chances in other ways. Research experience can help you to develop an area of interest. Many students who like psychology say that there are so many interesting areas that they aren't sure which type of graduate program would be best for them. My first research experience entailed working in a visual perception lab through a work-study program. I had a wonderful supervisor, but learned that I wasn't particularly interested in psychophysics. My next experience was with taste perception. That didn't really excite me either. I found, however, that I did enjoy working with behaviorally disordered children and found the research on schizophrenia interesting. By the end of my

undergraduate experience, I knew that I wanted to become a clinical psychologist. I have since added anxiety disorders, alcohol dependence, and the psychology of women to my list of interests. Keep in mind that interests can always change and expand. Another advantage to getting involved with research is that as you work with a professor, she or he gets to know you better and can then write you a more meaningful letter. Your research supervisor may also introduce you to his or her colleagues at conferences, give you the scoop on careers in psychology, and invite you to join professional organizations where you can network, or at least meet interesting people. No guarantees, but strings have been pulled, and connections are a major factor in the hiring process for first jobs (Bair & Boor, 1988).

Although enrolling in a master's degree program does not typically give you an edge on the competition, if you don't get into a doctoral program on the first try, it may be helpful to enroll in a master's program that has a research emphasis (Bonifazi, Crespy, & Rieker, 1997; Hines, 1986). An empirical master's thesis and any papers or publications you could produce during the program would be viewed very favorably by admissions committees. Course work in research methods and statistics is also viewed favorably (Bonifazi, Crespy, & Rieker, 1997; Hines, 1986; Purdy, Reinehr, & Swartz, 1989). If you complete an empirical master's thesis, it and several core courses (e.g., statistics, research methods, learning, development, personality) may transfer into the doctoral program you eventually attend (Bonifazi, Crespy, & Rieker, 1997; Hines, 1986).

Attending a master's program is not the only way to become involved in research, however. You can do research under supervision as part of an undergraduate program, through a special arrangement with a professor, or even as part of a paid job. There are likely to be opportunities to get involved in research at your school, as there are here at La Salle University. Ask your professor whether she or he needs help with a research project or if you could collect and analyze data for your course project instead of writing a regular term paper. Those are just two of the ways students and faculty can build research experiences into course work in a way that allows students to do research as part of their regular academic load. Traditional independent studies and summer research internships are other ways to add research experience. It is clear that research experience does make a significant difference in graduate admissions. Any of these experiences can enhance your graduate school application and allow your potential to shine through!

## Research Experience at UNO

How do you get research experience right here at UNO? Listed below are just a few of the ways for putting that research experience on your resume:

1. Find a professor or graduate student that is working on a project in your area of interest (<http://psyc.uno.edu/Labs.html>) and find out if they need volunteers to help them. You will have to seek out the person with whom to work, but this way you begin to interact with the faculty and graduate students.
2. PSY 3090: Though you can volunteer to help a professor or graduate student with research, you may be able to earn course credit as well. If the instructor approves of your registration for this class, you can work as a research assistant and get course credit.
3. Ask a professor or graduate student about research experience. Usually they can lead you in the right direction and provide you with ideas on the process.

Letter of Recommendation Guidelines  
Provided by Dr. Lauren Scharff, Air Force Academy

Regarding letters of recommendation, here is what I recommend (easiest on those of us writing the letters):

1. Make a packet that includes:
  - a. Your resume.
  - b. A statement of the type of program to which you are applying and why (might be your statement of intent if one of the schools requires one).
  - c. A list of each of the schools to which we should send a letter (for each school on the list indicate what needs to be sent: form and/ or letter, and the date by which it is due).
  - d. Copies of any forms that need to be sent to the schools.
  - e. An addressed and stamped envelope for each school.
  
2. Be sure to fill out your part of the forms (usually a few lines at the top) and sign them before sending them to your professor.

It is nice to have at least a month to complete them all.

You might contact those professors who you hope will write them and verify they are willing. Then you can send the packet if they respond in the affirmative.

Additional Online Resources:

[http://www.psichi.org/pubs/articles/article\\_75.asp](http://www.psichi.org/pubs/articles/article_75.asp)

[http://www.psichi.org/pubs/articles/article\\_48.asp](http://www.psichi.org/pubs/articles/article_48.asp)

<http://www.psywww.com/careers/lettrec.htm>

## Personal Statement Internet and Book Information

Writing Tips:

[http://owl.english.purdue.edu/handouts/pw/p\\_perstate.html](http://owl.english.purdue.edu/handouts/pw/p_perstate.html)

[http://www.indiana.edu/~wts/pamphlets/personal\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/personal_statement.shtml)

[http://www.psichi.org/pubs/articles/article\\_98.asp](http://www.psichi.org/pubs/articles/article_98.asp)

[http://www.psichi.org/pubs/articles/article\\_165.asp](http://www.psichi.org/pubs/articles/article_165.asp)

<http://www.petersons.com/gradchannel/file.asp?id=1009&sponsor=1&path=gr.gs.yourpersonal>

<http://web.psych.washington.edu/writingcenter/writingguides/pdf/personal.pdf>

Personal Statement Samples:

<http://www.uni.edu/psych/club/statements.html> (gives you 12 samples; that should more than enough)

# Personal Statements and Application Letters

The process of applying for jobs, internships, and graduate/professional programs often requires a personal statement or application letter. This type of writing asks writers to outline their strengths confidently and concisely, which can be challenging.

Though the requirements differ from application to application, the purpose of this type of writing is to represent your goals, experiences and qualifications in the best possible light, and to demonstrate your writing ability. Your personal statement or application letter introduces you to your potential employer or program director, so it is essential that you allow yourself enough time to craft a polished piece of writing.

## 1) PREPARE YOUR MATERIALS

Before you sit down to write, do some preparation in order to avoid frustration during the actual writing process. Obtain copies of documents such as transcripts, resumes and the application form itself; keeping them in front of you will make your job of writing much easier. Make a list of important information, in particular names and exact titles of former employers and supervisors, titles of jobs you have held, companies you have worked for, dates of appropriate work or volunteer experiences, the duties involved etc. In this way, you will be able to refer to these materials while writing in order to include as much specific detail as possible.

## 2) WRITE A FIRST DRAFT

After you have collected and reviewed these materials, it is time to start writing. The following is a list of concerns that writers should keep in mind when writing a personal statement/application letter.

**Answer the Question:** A major problem for all writers can be the issue of actually answering the question being asked. For example, an application might want you to discuss the reason you are applying to a particular program or company. If you spend your entire essay or letter detailing your qualifications with no mention of what attracted you to the company or department, your statement will probably not be successful. To avoid this problem, read the question or assignment carefully both as you prepare and again just prior to writing. Keep the question in front of you as you write, and refer to it often.

**Consider The “I” Problem:** This is a personal statement; using the first person pronoun “I” is acceptable. Writers often feel rather self-conscious about using first person excessively, either because they are modest or because they have learned to avoid first and second person (“you”) in any type of formal writing. Yet in this type of writing using first person is essential because it makes your prose more lively. Using third person can

result in a vague and overly wordy essay. While starting every sentence with “I” is not advisable, remember that you and your experiences are the subject of the essay.

**Avoid Unnecessary Duplication:** Sometimes a writer has a tendency to repeat information in his or her personal statement that is already included in other parts of the application packet (resume, transcript, application form, etc.). For example, it is not necessary to mention your exact GPA or specific grades and course titles in your personal statement or application letter. It is more efficient and more effective to simply mention academic progress briefly (“I was on the Dean’s List“ or “I have taken numerous courses in the field of nutrition”) and then move on to discuss appropriate work or volunteer experiences in more detail.

**Make Your Statement Distinctive:** Many writers want to make their personal statements unique or distinctive in some way as a means of distinguishing their application from the many others received by the company or program. One way to do this is to include at least one detailed example or anecdote that is specific to your own experience—perhaps a description of an important family member or personal moment that influenced your decision to pursue a particular career or degree. This strategy makes your statement distinctive and memorable.

**Keep It Brief:** Usually, personal statements are limited to 250–500 words or one typed page, so write concisely while still being detailed. Making sure that each paragraph is tightly focused on a single idea (one paragraph on the strengths of the program, one on your research experience, one on your extracurricular activities, etc.) helps keep the essay from becoming too long. Also, spending a little time working on word choice by utilizing a dictionary and a thesaurus and by including adjectives should result in less repetition and more precise writing.

### **Personal Statement Format**

As mentioned before, the requirements for personal statements differ, but generally a personal statement includes certain information and can follow this format (see following model).

#### **Introduction**

Many personal statements begin with a catchy opening, often the distinctive personal example mentioned earlier, as a way of gaining the reader’s attention. From there you can connect the example to the actual program/position for which you are applying. Mention the specific name of the program or company, as well as the title of the position or degree you are seeking, in the first paragraph.

#### **Detailed Supporting Paragraphs**

Subsequent paragraphs should address any specific questions from the application, which might deal with the strengths of the program/position, your own qualifications, your

compatibility with the program/position, your long-term goals or some combination thereof. Each paragraph should be focused and should have a topic sentence that informs the reader of the paragraph's emphasis. You need to remember, however, that the examples from your experience must be relevant and should support your argument about your qualifications.

## **Conclusion**

Tie together the various issues that you have raised in the essay, and reiterate your interest in this specific program or position. You might also mention how this job or degree is a step towards a long-term goal in a closing paragraph. An application letter contains many of the same elements as a personal statement, but it is presented in a business letter format and can sometimes be even shorter and more specific than a personal statement. An application letter may not contain the catchy opening of the personal statement but instead includes detailed information about the program or position and how you found out about it. Your application letter usually refers to your resume at some point. Another difference between a personal statement and an application letter is in the conclusion, which in an application letter asks for an interview.

## **3) REVISING THE PERSONAL STATEMENT/APPLICATION LETTER**

Because this piece of writing is designed to either get you an interview or a place in a graduate school program, it is vital that you allow yourself enough time to revise your piece of writing thoroughly. This revision needs to occur on both the content level (did you address the question? is there enough detail?) and the sentence level (is the writing clear? are the mechanics and punctuation correct?). While tools such as spell-checks and grammar-checks are helpful during revision, they should not be used exclusively; you should read over your draft yourself and/or have others do so.

## **SAMPLE**

As a child I often accompanied my father to his small coin shop and spent hours watching him work. When I was older, I sometimes set up displays, waited on customers, and even balanced the books. This experience instilled in me the desire to own and manage my own business someday, yet I understand that the business world today is more complex. This complexity requires more education, and with that in mind, I am applying to the Master's of Business Administration program at Indiana University Bloomington (IUB).

In addition to my helping out in my father's business, I have had numerous other work experiences that further enhance my qualifications for this program. My resume enumerates the various positions I have held at Kerasotes Theaters, Chili's restaurants, and Indiana University's new Student Recreational Sports Center (SRSC), and what all of these positions have in common is an emphasis on serving the public effectively. Further, as an assistant manager at the Showplace 11 and a staff coordinator at the SRSC, I have gained valuable expertise in managing employees and creating work schedules. Both of these positions have allowed me to develop my sales and people skills,

which are extremely important in an increasingly service-driven marketplace.

Not all of my work experience has been as a paid employee. Part of my volunteering experience at Middleway House, the local battered women's shelter, involved extensive work on computers, including word processing, organizing databases and creating spreadsheets. Also, I recently participated in an internship program for academic credit with the Eli Lilly corporation in the personnel division. As a management intern, I was able to watch the workings of a major corporation up close and would like the opportunity to combine my experiences with the theoretical background available in the MBA program at IUB, with its emphasis on computers, marketing and human resources.

My successful internship is one element of my overall academic success as an undergraduate here at IUB, yet I have also made time for a variety of extracurricular activities, including working for my sorority and competing in intramural basketball. My positive experiences here have resulted in my desire to stay in Bloomington to continue my academic endeavors; furthermore, continuing my education here would allow me to make important business contacts, with the career goal of opening my own computer consulting firm in the Midwest.

## Statement #1: Personal Statement

Having enjoyed psychology-related activities in both the academic and community settings, it is with enthusiasm that I pursue a career in clinical psychology. An important part of this pursuit is attending graduate school. In order to obtain the necessary knowledge and to define my areas of interest, I wish to enroll in a doctoral program in clinical psychology.

Throughout my undergraduate work I have engaged in a variety of activities to help prepare me for graduate study. One such activity is my involvement in research. This past summer I participated in a research project with a UNI professor, Dr. Augustine Osman. Our research involved the examination of the psychometric properties of the Pain Anxiety Symptoms Scale (PASS) in a community sample. I performed basic data entry and ran SPSS-X programs for manova, correlations, and reliability. For two to three hours a day, over an eight week period, my research experience involved discussions on issues of psychometrics as well as learning how to transcribe and run several programs used in factor analysis. Through this experience I have also become familiar with the process of research revision and publication. In fact, I will be listed as a co-author upon publication of this work.

Currently, I am involved in an independent research project investigating sex-role stereotyping in college classrooms. My advisor, Dr. Jane Wong, has been supervising my progress. After completing background reading on this issue, I have decided to investigate the relationship between students' sex typed attitudes and their ratings of instructors with various sex-typed characteristics. I have developed six scenarios in which I manipulated the sex-typed characteristics of the instructor. Students will be asked to complete the Bem Sex Role Inventory and the Traditional Egalitarian Sex Role Scale (TESR) prior to reading a scenario. After reading the scenarios they will be asked to rate the instructor using a rating form developed by Leventhal, Perry, and Abrami (1977). I hope to present my findings at a regional psychology conference and, if possible, submit the work for consideration for publication.

Aside from conducting research, I also have had the opportunity to experience the teaching aspects of psychology while serving as a teaching assistant for a Research Methods course and an Introduction to Psychology course. As a TA for Research Methods my responsibilities included supervising five students' research work. Specifically, I assisted the students in the library while they worked on a bibliography, summary and synthesis, and proposal project. I also reviewed their projects and provided constructive feedback on their work, as well as graded each students' project. I was also responsible for leading course review sessions, developing course test questions, and grading semester tests during both of my semesters as a teaching assistant.

In addition, I have also engaged in several community service activities closely related to my academic studies. As a Compeer volunteer through a local community mental health center, I befriend an individual who has been diagnosed with schizophrenia. I am also an advocate for victims of sexual and physical assault at a Crisis Center. I assist victims immediately after they have experienced a crisis situation, consistently validating the feelings they experience and offering support if necessary. As a shelter assistant in a battered women shelter I act as a moderator between the women as well as work with them in exploring their options available both at the shelter and after their stay. I also act as a child advocate when the mothers are absent from the shelter.

I have also interacted with a variety of clients while working for a Section 8 rent assistance program and as an intern for a pre-trial officer at a correctional facility. Many of the clients exhibit such psychological disorders as schizophrenia, depression, alcoholism, and mental retardation. These experiences have given me the opportunity to interact with a variety of people

and improve my communication skills. I have also become a more assertive and objective individual while working directly with these clients.

Throughout my graduate education and beyond receipt of my doctorate I hope to participate extensively in research. Fostered by previous work as a volunteer and my research background, my current interests include intercultural relationships, child abuse, particularly the long-term effects of physical and sexual abuse on victims, as well as aspects contributing to domestic abuse. I am also interested in continuing my work with the psychometric analyses of psychological assessment measures. I realize that these are areas that have developed from the work I have done thus far and that as I continue my education my interest will evolve. I feel that a graduate education will enable me to develop more specific research interests.

I believe that through my experiences I have become a well-rounded person while building a strong foundation for future graduate study. Not only do I feel confident about my preparation in psychology, I have also earned a minor in Spanish acquiring fluency in reading, writing, and speaking this language. In addition, I have become proficient with computer programs such as Windows, Word Perfect, data bases, Minitab for statistical analysis, and e-mail. Despite the numerous activities I am involved in, I have remained focused enough to graduate in three and a half years while maintaining a 3.9 GPA.

Having been involved in psychology through these various experiences has greatly enhanced my interest in becoming a clinical psychologist. I am particularly intrigued with psychological research and college instruction. Therefore, upon receiving my doctorate it is my goal to obtain a position that will allow me to serve my interests in both research and education. I believe that I will be most successful in obtaining such a position after completing a doctoral program that emphasizes research involvement and fosters the development of quality teaching and clinical communication skills.

### **Statement #2: STATEMENT OF PURPOSE**

Several experiences have stimulated my commitment to psychology. The first is the fact that my mother is diagnosed schizophrenic. As a child I did not understand why her behavior was so different from other adults. Her behavior prompted my curiosity involving the development, duration, and treatment of schizophrenia. At an early age I gained insight about how society is not always accepting of those persons who are "unusual" or "abnormal". She is a high functioning person who is in an institution. I felt there had to be alternative ways to deal with her behaviors than to put her away from a close supportive family.

A second experience involves my academic background. The knowledge I have gained from class material and applied experience has inspired a desire to come to a more in depth understanding of psychological phenomena. This phenomena including the manifestation of mental illness and the adaptation difficulties associated with mental abnormalities. I have financed approximately ninety percent of my education in my quest for said psychological knowledge.

In the upcoming semester I will be gaining more experience in the research and teaching aspects of psychology. My research experience will be supervised under Dr. Osman. I will be involved in the conceptualization, data collection, data analysis, and report writing within the research areas of pain, anxiety, and suicide. Also I will be a teaching assistant for Dr. Whitsett in a research methods course. I will be responsible for implementing understanding of the material and the processes involved in five students form a class of twenty. I will be guiding their writing of a bibliography and a proposal. I expect to gain more experience for myself in understanding the research process for later use in graduate school and beyond.

My practicum at the Battered Women's Shelter enlightened my understanding of interpersonal interaction and how different individuals deal with crisis situations in their own unique ways. I observed a minimal part of male-female relations within the realm of violence. This including how the development of the male versus the female gendered personalities can affect overt as well as covert behavior in adult interpersonal interaction.

The third experience was a difficult one. It involved a friend who was a substance abuser. While using these psychoactive substances he displayed cognitive and behavioral problems. The time duration of his abuse and termination of use of these drugs was an educational period for me. I observed in him the behavior, affect, and cognitive aspects I had learned in my academic courses. I have an interest in how drug abuse is psychologically and sociologically oriented and how preventative measures can be implemented.

At this time my special interests include schizophrenia, substance abuse, and social psychological factors in interpersonal interaction, especially that of male-female relations involving the attitudes held by both men and women and society's perpetuation of status quo relationship structures. I am determined to explore these research areas and hope to expand upon the knowledge base of the precipitating factors and the treatment strategies after diagnosis.

Long-range objectives in pursuing advanced study of psychology include the various areas of research application. These include teaching as a professor in a university setting, research, consultation, and private practice. I intend to use my knowledge and expertise obtained at the University of Iowa to further the research areas of schizophrenia, substance abuse, and interpersonal interactions involving social psychological aspects with research and practice. The University of Iowa has a strong emphasis in research and this would be beneficial to my research interests in that I would be given ample opportunity to explore and expand upon my areas of study within the clinical program.

I aspire to be one of the multitude of researchers who participate in the prevention and treatment of substance abuse, schizophrenia, and adaptation difficulties involving daily relations between individuals.

### **Statement #3: INTEREST STATEMENT**

As a psychology major at the University of Northern Iowa I enjoyed studying human interaction and individual processes. I continued to take a variety of psychology courses and found I was especially interested in psychological issues within business settings. To obtain a better understanding of the business environment I then decided to double major and receive a B.A. in management, with an emphasis in human resources.

As I continued to pursue my two degrees problems occurring in the work environment became very interesting and exciting to me. My psychology major biased my business interest negatively toward finance and production operations, and stimulated interest in human behavior and interaction in organizational settings. I became engaged in aspects of motivation, job enrichment, and job satisfaction and concluded innumerable improvements could be made in an individual's work life and environment. I feel these improvements are psychologically and physically advantageous to workers, as well as, profitable for businesses and society. It is my intention to contribute empirically based findings to the Industrial/Organizational psychology field through my research and practice. I expect to provide and inspire some of the necessary solutions to problems in the business environment.

I am applying to Colorado State University because of the very thorough and effective foundation provided for work in the Industrial/Organizational field. I have been told by many professionals that Colorado State has excellent faculty and research facilities, as well as, job opportunities in the area. I intend to pursue a career in applied research and organizational consulting, therefore, these qualities are imperative to myself and my career. Initially I plan to gain practical experience in the field through employment with a consulting firm. My long range objective is to acquire a teaching position with a college or university, while continuing research and consulting endeavors.

I expect that graduate work at Colorado State University will be demanding, challenging, and exciting and I look forward to attending a program of this sort. In graduate school I expect to receive the opportunity to learn, to grow, and to evolve as an individual and a psychologist. I consider the knowledge, experiences, and opportunities that are associated with the earning of the Ph.D. valuable and I am prepared to invest myself, my time, and my energies toward the earning of that degree. I hope that I will be allowed to do so at Colorado State University.

# Vita Information

Online Sites:

<http://www.socialpsychology.org/vitatips.htm>

<http://gradpsych.apags.org/sep03/cv.cfm>

[http://www.quintcareers.com/curriculum\\_vitae.html](http://www.quintcareers.com/curriculum_vitae.html)

<http://www.des.emory.edu/mfp/vita.html>

[http://www.psichi.org/pubs/articles/article\\_475.asp](http://www.psichi.org/pubs/articles/article_475.asp)

<http://www.mscd.edu/~psychres/graduatetips.htm> (All aspects of applications)

<http://psych.hanover.edu/handbook/vita2.html>

<http://gradschool.about.com/od/curriculumvita/>

Google “Psychology Vita Tips” and you will receive many more links to examples and tips on writing you vita.

## Sample Template for Creating a Vita

Date: Month, Year  
(update semi-annually)

### Vita

## Your Name

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[School Address]  
Department of Psychology  
University  
City, State, Zip  
Office Phone: (with area code and extension)  
E-mail address

[Home Address]  
Apartment  
Street Address  
City, State, Zip  
Home Phone: (with area code)

### Personal Information

Born: Date, Place  
Citizenship: (usually reserved for foreign applicants or international jobs)  
Social Security Number: (optional -- may be useful for administrative purposes)  
Marital Status: (optional)

### Education

B.A. or B.S., Major Field, Year Received or Expected, University, City, State  
M.A. or M.S., Field, Year Received or Expected, University, City, State  
Ph.D., Field, Year Received or Expected, University, City, State

### Honors and Awards

This is the place to list academic honors, graduation prizes, fellowships, scholarships, writing prizes, and so forth. List each award, the granting institution, and the date awarded (Note: If all your awards are graduation honors, then omit this category and subsume the information under "Education").

### Association Memberships

In this section, list all memberships in:

- Psychology associations such as APA and APS (click [here](#) for a listing of groups)
- APA divisions (e.g., Society for the Psychological Study of Social Issues)
- International groups (e.g., International Society of Political Psychology)
- Honors societies (e.g., Psi Chi, Phi Beta Kappa, Sigma Chi, Phi Kappa Phi)

- Science groups (e.g., American Association for the Advancement of Science)
- Other professional organizations that link you with an interest or area of specialization

### **Professional Experience**

Beginning with your college years, list all work you have done that is relevant to the program or position you are applying to. Include research positions with project titles and supervisors, and, optionally, a brief description of the duties you performed. This is also a good place to list any consulting, manuscript reviewing, or editorial experience you have (or, if you have had extensive experience in one of these areas, you can form a separate category for "Research Experience," "Consulting Activities," "Ad Hoc Reviewing," or "Editorial Experience").

### **Research Interests** (usually for graduate applicants and prospective professors)

Briefly summarize your research interests with 4-6 key descriptors ranging from the very general to the very specific. For example, "I have broad interests in social and political psychology, particularly the resolution of international conflict. Specifically, I am interested in the role that decision heuristics and biases play in Arab-Israeli relations."

### **Current Research** (usually for graduate students and prospective professors)

Describe your current research in one or two paragraphs. This will often be an overview of your thesis work. If you are working in more than one area, summarize each project in a separate paragraph. Conclude with a brief statement describing your future program of research for the next five years or so.

### **Teaching Experience** (usually for teaching positions or prospective professors)

List any courses you have taught, co-taught, or assisted with as a TA. If you received strong teaching evaluations, consider attaching a separate sheet with a statistical summary and 5-10 examples of the most positive praise you have received. Also, faculty job candidates should list 4-6 courses that they are prepared to teach if hired (from the most general courses to advanced courses and specialized seminars). For example, a prospective assistant professor of social psychology might include the following statement:

I am prepared to teach the following courses:

- Introductory Psychology
- Social Psychology
- Introduction to Statistics
- Research Methods in Social Psychology

- Seminar on the Psychology of Prejudice and Discrimination

### **Professional Presentations**

List the titles of talks given to professional audiences, the sponsoring organizations, the places, and the dates.

### **Publications and Papers**

If you are a young professional, this is the heart of your vita -- so be big hearted! List references in APA format according to date (including unpublished manuscripts or papers in press). Be careful, though, not to list any papers you are unprepared to make available if requested.

### **References**

List the names, titles, and addresses of 3-4 people whom you have already asked to serve as references for you.