

tion of the message, had to consider whether subjects may be more likely to pay attention to one speech style than the other. To address this issue, the student synthesized information from research on speech styles as well as from studies of attentional cues in information processing.

Perhaps the main difficulty with this approach is getting the students to think creatively when they select a topic. Because many of our majors are not asked to engage in creative thinking in other psychology courses, they generally need some encouragement in this direction. I periodically remind students that they are not required to conduct the study; therefore, they are not limited to particular methods or subjects. To illustrate what former students have done in this regard, I provide a list of proposal titles from previous classes.

A related problem is that students frequently have difficulty addressing methodological and ethical issues in a study that they have not actually conducted. This problem is not limited to students' research proposals. As Neimark (1987) pointed out, we all have a tendency to engage in context-tied thinking. Neimark suggested that one way to alleviate this tendency is to participate in exercises designed to encourage context-free thinking. By requiring students to engage in "what if" thinking about potential methodological and ethical issues, the research proposal constitutes just such an exercise.

Critics may argue that because data collection is an essential part of the research process, students who write a research proposal in lieu of conducting a study are not getting a complete, firsthand research experience. For this reason, the research proposal is most effective when used to supplement research assignments based on data collected by students. Under these conditions, the proposal can be an effective way to get the students to think critically and creatively.

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Notes

1. I thank John Best for his comments on a draft of this article.
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Psychology Seminar: Careers and Graduate Study in Psychology

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This article describes a course for junior and senior psychology majors, informing them about career options and graduate school opportunities in psychology. We also discuss details about course planning and organization. Survey results indicate that students experienced substantial changes in the degree they planned to pursue and in their financial planning for graduate school.

This article describes an upper division course designed to familiarize majors with career opportunities in psychology and related fields. In addition, the course provides information about choosing a graduate school, applying to schools, financing a graduate education, and preparing for the Graduate Record Exam (GRE).

Rationale for the Course

Faculty members in our department recognized that many majors, even juniors and seniors, were not fully aware of career opportunities that degrees in psychology might afford them. Students seemed even less knowledgeable about issues related to graduate school, such as where to apply, grade point average concerns, assistantships, fellowships, and the like. As a department, we tried various solutions: communicating information through faculty advising and a freshman orientation program, offering a required sophomore-level course on careers in psychology, and developing a one-credit elective seminar class on graduate school issues.

Because each solution was partially successful, we finally decided to combine components of the careers class and the graduate school seminar into a single, three-credit course and to recommend that students take the class during the fall semester of their junior year. Our rationale was that juniors' maturity level would help them to find the course content relevant to their future, and they would have suf-

ficient time to use the course content for their educational and career decisions.

Overview of the Course

Jerry Dodson and Garvin Chastain (the first and second authors) have team taught the course since its inception. Each attends every class, and each actively participates in almost every class session. Students write a journal entry about the day's class, summarizing the class activities and recording their personal reactions. The instructors collect the journal entries, read and respond to each entry, and return journals at the next class meeting. Guest speaker presentations are interspersed with instructor lectures. In choosing guest speakers, we rely on local professionals who represent a variety of specialty areas in psychology and related fields.

Our course is a three-credit, full semester pass-fail course. No textbook is required, no examinations are given, and no formal papers are required. There are some texts now available that may be useful in this type of course; see American Psychological Association (1993) and Keith-Spiegel (1991). Our attendance policy allows students to miss only three class periods during the semester with no penalty. A fourth absence requires an instructor-approved paper or project relevant to the course. Students cannot pass the course with five or more absences. Journal entries provide an easy means for tracking attendance and allow us to (a) receive immediate feedback about the impact of our presentations and those of guest speakers; (b) see what questions and areas of confusion remain for students after the material has been presented; and, if necessary, (c) make adjustments in our planning to provide additional information on a topic or otherwise clarify students' misconceptions.

In reviewing the literature for descriptions of similar courses, topics emerged that are related to our course content, including curriculum, preparation, and advising, and only one article reports on similar topics (Buckalew & Lewis, 1982). For example, Malin and Timmreck (1979) discussed the undergraduate curriculum and how it relates to the psychology major, and others (Cole, 1979; Eddy, Lloyd, & Lubin, 1987) described issues concerning the preparation of undergraduates for graduate school in psychology. Advising issues are discussed in the course, and these topics have been addressed in the literature (Matthews, Rogers, & Scheirer, 1986, on general advising; Smith, 1985, on advising beginning psychology majors). Work by Ware (1992, 1993) has also focused on advising, including career courses.

Buckalew and Lewis (1982) described an upper division course on introducing psychology majors to "life-preparatory experiences" (p. 77), including the history of psychology, life management, fiscal development, money management, and investment (topics not covered in this course). However, our course differs substantially from Buckalew and Lewis's in the following ways: (a) It is pass-fail rather than graded, (b) students write in journals, (c) we discuss the GRE and GRE practice strategies, (d) much of the focus is on graduate school rather than opportunities available with an undergraduate degree in psychology, and (e) it contains a quantitative evaluation and assessment of the course. Other valuable contributions in this area come from Ware

(1988) who evaluated career development courses and Davis (1988) who taught a course introducing students to the profession of psychology. Our article provides additional details about suggested course format and subsequent assessment of the upper division careers and graduate study course.

Assessment

Forty-two students enrolled in Psychology Seminar: Careers and Graduate Study in Psychology at Boise State University participated in this study. Students completed a survey at the first and last class meetings. After the semester, we matched students' pre- and postcourse surveys to evaluate changes in responding.

Outcomes and Benefits

The basic reason for offering this course was to provide students with career-related information and to alert them to opportunities. Post- versus pretest changes to survey questions suggested how the course was effective.

Students tended to change their goals with respect to the terminal degrees they planned to pursue. Changes in desired level of degree (e.g., originally desiring a doctoral degree but changing plans to seek a master's degree) were frequent and probably account for the substantial change across the semester. Results also suggest changes in students' plans for financing their graduate education. Students increased the frequency with which they planned to secure grants or fellowships. There was a slight increase in the frequency with which other ways of financing graduate education were indicated. Some of these other ways, such as securing funding through fraternal organizations, industry, and churches, were presented to students during the seminar, and students seemed not to have been aware of those alternatives. Students showed remarkable stability concerning their plans to begin additional schooling immediately after graduation versus delaying this schooling until later.

Students' responses to the course have been positive. For the latest semester, students' overall satisfaction was a 9.50 on a 10-point scale, with 10 indicating the highest possible satisfaction. Similarly, students' average rating for instructor effectiveness was 9.65.

In summary, Psychology Seminar: Careers and Graduate Study in Psychology is an effective way to inform students about the options for careers and graduate study in psychology. The course gives interested students information presented in a systematic and meaningful way, rather than in the uneven and piecemeal fashion that is typical in the absence of such an approach.

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Note

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Teaching a Personality Course in Vienna

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This article describes a course, Vienna's Psychologists: Freud, Adler, and Frankl, taught in Vienna to American college students during the summer of 1995. Students read the original works of Freud, Adler, and Frankl; went on field trips to places relevant to the theorists; and gained an appreciation of psychoanalysis, individual psychology, and logotherapy in the context of the history and culture of Vienna. Taking a course in situ allows students to understand the cultural, historical, and social forces affecting theorists and their theories. Such interdisciplinary understanding is the essence of liberal education.

Psychology recognizes the importance of understanding the influence of contextual variables on the development of theories and the practice of psychology (Furumoto, 1989). Likewise, studying abroad is encouraged as part of a liberal

education. Both goals can be served by teaching a course in situ. Studying the writing of theorists in the context of their culture and history adds a new dimension to students' understanding of the theorists and their theories. The result can be a rich intellectual experience that enhances undergraduates personally and academically. I recently developed and taught such a course, Vienna's Psychologists: Freud, Adler, and Frankl, in Austria.

Overview of the Program

This course was taught in Vienna as an upper level seminar in which students read background and original writings of Sigmund Freud, Alfred Adler, and Viktor Frankl. The 2-hr lecture-discussion class met 4 days per week. Students spent 1 week reading the major works of each theorist. On the 5th day and/or weekends, the class went on required and optional field trips to places important to the theorists. Grades were based on weekly quizzes, reaction papers, a final exam, and class participation.

The entire program took place over a 4-week period. The 3-week course was preceded by 3 days of orientation and concluded with 2 days for the final exam and a farewell dinner. Orientation included lecture-tours on art, architecture, and music. These orientations were conducted in English by native professors and were specifically designed to introduce students to the period from the late 19th century to the early 20th century, paralleling both the heyday of Viennese high culture and the emergence of the psychoanalytic school of psychology. Students lived with Viennese families in which at least one member spoke English to some degree.

Readings

Readings were chosen to reflect each theorist's view concerning the themes of the individual and society and the meaning of life. Discussions specifically addressed each theorist's position on the major issues of heredity versus environment, conscious versus unconscious, free will versus determinism, and the definition of *pathology*. In addition, the class became interested on their own in other themes that similarly lent themselves to comparison among the three theorists. These themes included freedom of choice, the purpose of religion, spirituality, sexual intercourse, and dream analysis.

The major work by Freud (1930/1961) was *Civilization and its Discontents*. In eight essays, Freud described how society—and organized religion in particular—was developed as a kind of defense mechanism to help people deal with the pleasure-seeking nature of the id and the problems caused for the id by the necessity of living with others in a community. Freud discussed many interesting issues, including the famous *arbeiten und lieben* (to work and to love) standard of healthy adult adjustment and the "oceanic feeling" or "bond of being one with the external world as a whole" (p. 11).

Students also read the classic case study of Little Hans (Freud, 1909/1964), which illustrates Freudian concepts and