

ToP-Index[©]

2001 Version

A

Teaching of Psychology

Index

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INTRODUCTION

Thank you for downloading or requesting the *Teaching of Psychology Index (ToP-Index, 2001 Version)*. *ToP-Index* provides users the capability to locate articles in the journal *Teaching of Psychology*. In this introduction, we will a brief history of the index and how it may be used.

HOW THIS INDEX ORIGINATED

I compiled this index from *ToP-DB*, a *Teaching of Psychology Database* (Johnson, 1991). *ToP-DB* is a dBASE file that contains bibliographic information on all articles published in the journal between the years of 1974 and 2001 with a few exceptions. The annotated bibliographies that traditionally accompany the December issue of *ToP* (e.g., Wise & Fullerton, 1988), book reviews, and video reviews are not included.

ToP-DB contains the following information for each article:

1. the section in which the article appeared (e.g., Methods & Techniques)
2. the TYPE of article (activity, demonstration, course description)
3. two keywords (a specialty and sub-specialty)
4. author names
5. title
6. date of publication
7. page numbers
8. volume number

DESCRIPTION OF THIS INDEX

I developed this index by sorting the records in *ToP-DB* by their SPECIALTY keywords. The keywords used in the index are listed below. All articles falling under their respective keyword are arranged in the reference style prescribed by the APA Publication Manual (5th ed.). Note: Because all articles are in the journal *Teaching of Psychology*, I did not include the journal name in the references. All articles that the original database lists as demonstrations or activities have the following symbol displayed at the end of the reference (D/A).

HOW TO USE THE INDEX

One strategy for finding relevant articles is simply to use the SEARCH or FIND function on your wordprocessor to locate a particular SPECIALTY. Once the SPECIALTY is found, scan the

titles within it to locate relevant articles. Another strategy is to use the same search feature of your wordprocessor with several terms that are related to the topic of interest. For example, if I am interested in determining what *ToP* has published in the area of writing, I would determine that one of the SPECIALTIES used in this index is WRITING. There are 50 articles listed under WRITING. Suppose I'm specifically interested in using journals. By using the find or search feature on my wordprocessor, I discover that there are nine articles in the WRITING specialty that pertain to journals. To widen the search, I might scan the entire index to determine if there are articles under other SPECIALTIES that pertain to journals. Doing so shows that there are 12 other articles in *ToP* that contain the term "journal." Some of them may be relevant to what I'm looking for (e.g., Anderson, W. P. (1982). The use of journals in a human sexuality course. *9*, 105-107.), others are not (e.g., Ster., W. N., & Frank, P. (1986). Using scholarly journals in undergraduate experimental methodology courses. *13*, 219-221.). By carefully selecting several descriptive terms and searching for them in the index, I should be able to locate most of the relevant *ToP* articles. Finding articles by specific authors can be accomplished too.

I added another feature to the index to facilitate location of demonstrations and activities. *ToP* publishes dozens of useful demonstrations and activities each year. After each demonstration or activity in this index I placed the following label: [D/A]. Searching for this label will yield the articles that are categorized as demonstrations or activities in *ToP-DB*.

DISCLAIMER: I am not a professional indexer, so I do not claim that the keywords assigned to each article are the best for the purposes of the general user. I hope that the articles are categorized in a reasonably logical fashion, but I realize the limitations of using one descriptor/article. Suggestions for changes in the database are welcomed, but will not necessarily be implemented. Compilation of this database is a "labor of love": No Society for the Teaching of Psychology/Division Two funds were used for its development.

Comments and suggestions about the database should be sent to David E. Johnson, Department of Psychology, John Brown University, Siloam Springs, AR 72761
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Reference

Johnson, D. E. (1991). A Teaching of Psychology database: 1974-1990. *18*, 49-50.

Note to MAC users: Some of the translations of this index to MAC format do not conform exactly to the original PC format. Consequently, you may have to do some minor reformatting to obtain the desired effect.

INDEX TERMS (Keywords)

ABNORMAL
ADJUSTMENT
ADOLESCENT
ADVISING
AGING
ALTERNATIVE EDUCATION
APPLIED
ASSESSMENT
BEHAVIOR ANALYSIS
BEHAVIOR MODIFICATION
BIOGRAPHY
CAREER
CHEATING
CLASSROOM MANAGEMENT
CLINICAL/COUNSELING
COGNITION
COMPARATIVE
COMPUTERS
COMMUNITY PSYCHOLOGY
CONFERENCES
CONSCIOUSNESS
CONSUMER BEHAVIOR
CRITICAL THINKING
CROSS CULTURAL
CURRICULUM
DATABASE
DEATH & DYING
DEBATES
DEVELOPMENTAL
DISABILITIES
DISCUSSION GROUPS
DIVISION TWO
EDUCATIONAL
EDUCATIONAL PHILOSOPHY
EDUCATIONAL TECHNOLOGY
ENGINEERING
ENVIRONMENTAL
ETHICS
EXTRA CREDIT
FACULTY DEVELOPMENT
FACULTY EXCHANGE
FIELD EXPERIENCE
FORENSIC

GENDER ROLES
GENERAL PSYCHOLOGY
GRADING
GRADUATE
GRADUATES
HIGH SCHOOL
HISTORY
HUMAN FACTORS
HUMOR
INDUSTRIAL/ORGANIZATIONAL
INTERNET
INTRODUCTORY
LAW
LEARNING
LETTER OF RECOMMENDATION
LIBRARY RESEARCH
LITERATURE
MEASUREMENT
MEDICAL SCHOOL
MISCONCEPTIONS
PARANORMAL
PEACE
PERCEPTION
PERSONALITY
PHILOSOPHY
PHYSIOLOGICAL
POLITICS
PSI - Personalized System of
Instruction
PSYCHOLOGY
PSYCHOLOGY & THE ARTS
PSYCHOLOGY DEPARTMENTS
PSYCHOLOGY MAJOR
PSYCHOLOGY MINOR
PSYCHOLOGY OF WOMEN
PUBLISHING
RELIGION
RESEARCH
RESEARCH METHODS
SEMINAR
SEXUALITY
SOCIAL
SPORT PSYCHOLOGY

STATISTICS
STUDENT MOTIVATION
STUDENT PERFORMANCE
STUDY GUIDE
STUDY SESSIONS
TEACHER EFFECTIVENESS
TEACHER EVALUATION
TEACHER TRAINING

TEACHING ASSISTANTS
TEACHING TECHNIQUES
TEAM TEACHING
TESTING
TEXTBOOK
THEORY ORIENTATION
THESIS
WRITING

ABNORMAL

Ruble, R. (1975). Spicing up an abnormal psychology course. 2, 43-44.

Gartner, A. F. (1984). The psychopathology of adolescence: Proposal for an undergraduate course. 11, 241-242.

Hardy, M. S., & Calhoun, L. G. (1997). Psychological distress and the "Medical Student Syndrome" in abnormal psychology students. 24, 192-193.

Hare-Mustin, R. T., & Garvine, R. (1974). Student attitudes toward mental illness. 1, 73-74.

Napoletano, M. A. (1981). The effects of academic instruction in psychology on student nurses' attitudes toward mental illness. 8, 22-24.

Connor-Greene, P. A. (2001). Family, friends, and self: The real-life context of an abnormal psychology class. 28, 210-212. [D/A]

Witte, R. H. (1998). Use of an interactive case study to examine school learning problems. 25, 224-226. [D/A]

Perkins, D. V. (1991). A case-study assignment to teach theoretical perspectives in abnormal psychology. 18, 97-99.
[D/A]

Gilliland, K. (1982). Use of drama students as "clients" in teaching abnormal psychology. 9, 120-121. [D/A]

Lambert, M. E., & Lenthall, G. (1988). Using computerized case simulations in undergraduate psychology courses. 15, 132- 135. [D/A]

Potkay, C. R. (1982). Teaching abnormal psychology concepts using popular song lyrics. 9, 233-234.

Glenwick, D. S., Slutzsky, M. R., & Garfinkel, E. (2001). Teaching a course in abnormal psychology and behavior intervention skills for nursing home aides. 28, 133-136.

White, G. D. (1977). An abnormal psychology community-based interview assignment. 4, 200-202. [D/A]

Fernald, C. D. (1980). Feeling abnormal: Simulation of deviancy in abnormal and exceptionality courses. 7, 46-47. [D/A]

Bibace, R., Crider, C., Demick, J., & Freimuth, M. (1979). The clinician's "world of action" as an approach to teaching abnormal psychology. 6, 152-155.

Halgin, R. P. (1982). The therapeutic function of the instructor of abnormal psychology. 9, 112-113.

Keeley, S. M., Ali, R., & Gebing, T. (1998). Beyond the sponge model: Encouraging students' questioning skills in abnormal psychology. 25, 270-274. [D/A]

Hayden, D. C. (1990). A DSM-III-R computer tutorial for abnormal psychology. 17, 203-206.

LeUnes, A. (1984). The institutional tour: Some reflections. 11, 42-43. [D/A]

White, G. D. (1978). Evaluation of small student-led discussion groups as an adjunct to a course in abnormal psychology. 5, 95-97.

LeUnes, A. (1983). Little Albert from the viewpoint of abnormal psychology textbook authors. 10, 230-231.

Schofield, L. J., Jr., & Klein, M. J. (1975). Simulation of the mental hospital experience. 2, 132-134. [D/A]

Brewster, J. (1996). Teaching abnormal psychology in a multimedia classroom. 23, 249-252.

Rabinowitz, F. E. (1989). Creating the multiple personality: An experiential demonstration for an undergraduate abnormal psychology class. 16, 69-71. [D/A]

Wurst, S. A., & Wolford, K. (1994). Integrating disability awareness into psychology courses: Applications in abnormal psychology and perception. 21, 233-235. [D/A]

Scogin, F., & Rickard, H. C. (1987). A volunteer program for abnormal psychology students: Eighteen years and still going strong. 14, 95-97. [D/A]

Glenwick, D. S. (1993). Innovations in the teaching of prevention in psychology: Introduction to the special section. 20, 136-137.

Elias, M. J. (1993). Educating undergraduate psychology students in prevention. 20, 137-140.

Glenwick, D. S., & Busch-Rossnagel, N. A. (1993). Co-teaching a joint graduate practicum in community and applied developmental psychology. 20, 141-143.

Sandler, I., & Chassin, L. (1993). From research to implementation in the teaching of prevention: A postdoctoral training program. 20, 144-148.

Dalton, J. H., Elias, M. J., & Beck, B. L. (1994). Transforming coverage of primary prevention in abnormal psychology courses. 21, 217-222.

LeUnes, A. D. (1978). "Classics" in abnormal psychology: A student evaluation. 5, 99-100.

Banyard, V. L. (2000). Using first-person accounts to teach students about psychological disorders. 27, 40-43. [D/A]

Norcross, J. C., Sommer, R., & Clifford, J. S. (2001). Incorporating published autobiographies into the abnormal psychology course. 28, 125-128. [D/A]

Wahl, O. F. (1989). Schizophrenogenic parenting in abnormal psychology textbooks. 16, 31-33.

Goldberg, S. D. (1979). Teaching about schizophrenia in a contemporary psychology course. 6, 238-240.

Hubbard, R. W., & McIntosh, J. L. (1992). Integrating suicidology into abnormal psychology classes: The revised facts on suicide quiz. 19, 163-166. [D/A]

Domino, G. (1980). Altering attitudes toward suicide in an abnormal psychology course. 7, 239-240. [D/A]

Keutzer, C. S. (1993). Jeopardy in abnormal psychology. 20, 45-46. [D/A]

Fleming, M. Z., Piedmont, R. L., & Hiam, C. M. (1990). Images of madness: Feature films in teaching psychology. 17, 185- 187.

Nissim-Sabat, D. (1979). The teaching of abnormal psychology through the cinema. 6, 121-123.

Lyons, M. L., Bradley, C., & White, J. (1984). Video taping and abnormal psychology: Dramatized clinical interviews. 11, 41- 42. [D/A]

Chrisler, J. C. (1992). Exploring mental illness through a poetry-writing assignment. 19, 173-174. [D/A]

Anderson, D. D. (1992). Questioning the conventional wisdom and critiquing unconventional perspectives in abnormal psychology: A written exercise. 19, 230-232. [D/A]

Procidano, M. E. (1991). Students' evaluation of writing assignments in an abnormal psychology course. 18, 164-167. [D/A]

ADJUSTMENT

Unger, B. I., & Palladino, J. J. (1978). The psychology of adjustment. 5, 216-218.

- Worthington, E. L., Jr. (1979). Behavioral self control and the contract problem. 6, 91-94.
- Worthington, E. L., Jr. (1977). Honesty and success in self-modification projects for a college class. 4, 78-82.
- Calhoun, L. G., & Selby, J. W. (1977). A critical life problems approach for teaching psychology of adjustment. 4, 151- 152.
- Tritt, D. G. (1993). Teaching an undergraduate lecture/research course in health psychology. 20, 21-28.
- Stefan, E. S., & Brucklacher, M. A. (1984). Putting the pieces back into the whole: An experiential course on holistic health. 11, 117-118.
- Hughes, R. L. (1984). Teaching concepts of personal adjustment using popular music. 11, 115. [D/A]
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- Payne, P. A., & Woudenberg, R. A. (1978). Helping others and helping yourself: An evaluation of two training modules in a college course. 5, 131-134.
- Dean, M. R., Malott, R. W., & Fulton, B. J. (1983). The effects of self-management training on academic performance. 10, 77-81.
- Dodd, D. K. (1986). Teaching behavioral self-change: A course model. 13, 82-85.
- Rakos, R. F., & Grodek, M. V. (1984). An empirical evaluation of a behavioral self-management course in a college setting. 11, 157-162.
- McKinney, F. (1980). Undergraduate psychology and self help. 7, 103-104.
- Barton, E. J. (1982). Facilitating student veracity: Instructor application of behavioral technology to self modification projects. 9, 99-101.
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- Bowman, D. H., & Ware, M. E. (1984). Strategies to assess performance in experiential activities in a personal development course. 11, 107-108.

ADOLESCENT

McManus, J. L. (1986). Student composed case study in adolescent psychology. 13, 92-93. [D/A]

McManus, J. L. (1986). "Live" case study/journal record in adolescent psychology. 13, 70-74. [D/A]

Toner, I. J. (1978). A "dramatic" approach to the teaching of adolescent psychology. 5, 218-219. [D/A]

Weisfeld, G. E., & de Olivares, K. (1992). A participant-observation course in applied adolescent development. 19, 180- 182.

Schwanenflugel, P. J. (1987). An interview method for teaching adolescent psychology. 14, 167-168. [D/A]

Ward, T. B. (1985). The media project: Enhancing student interest in the psychology of adolescence. 12, 87-89. [D/A]

Wlodkowski, R. J. (1975). Putting the youth back into adolescent psychology. 2, 129-130. [D/A]

Desforges, D. M. (1994). Applying theories of development: An exercise for teaching adolescent psychology. 21, 245-246. [D/A]

ADVISING

Halgin, R. P., & Halgin, L. F. (1984). An advising system for a large psychology department. 11, 67-70.

Bartlett, N. R. (1979). Sometimes, when you talk to prospective majors, they listen. 6, 186.

Titley, R. W., & Titley, B. S. (1982). Academic advising: The neglected dimension in designs for undergraduate education. 9, 45-49.

Appleby, D. C. (1989). The microcomputer as an academic advising tool. 16, 156-159. [D/A]

Nelson, E. S., & Johnson, K. A. (1997). A senior exit survey and its implications for advising and related services. 24, 101- 15.

Henderson, D. B. (1982). On advising undergraduates about graduate school in professional psychology. 9, 184-185.

- Halgin, R. P. (1986). Advising undergraduates who wish to become clinicians. 13, 7-12.
- Hurley, G. (1976). Intradepartmental transfer of graduate students: A note to undergraduate and graduate advisors. 3, 185- 186.
- Scheirer, C. J. (1983). Professional schools: Information for students and advisors. 10, 11-15.
- Keith-Spiegel, P., Tabachnick, B. G., & Spiegel, G. B. (1994). When demand exceeds supply: Second-order criteria used by graduate school selection committees. 21, 79-81.
- Todd, D. M., & Farinato, D. (1992). A local resource for advising applicants to clinical psychology graduate programs. 19, 52-54.
- Wright, D. C., & Kausler, D. H. (1984). Commentary: Advising students about graduate work. 11, 191.
- Eddy, B., Lloyd, P. J., & Lubin, B. (1987). Enhancing the application to doctoral professional programs: Suggestions from a national survey. 14, 160-163.
- Buskist, W. (1999). Teaching an undergraduate course in preparing for graduate study in psychology. 26, 286-288.
- Smith, R. A. (1985). Advising beginning psychology majors for graduate school. 12, 194-198.
- Hines, D. (1986). Admissions criteria for ranking master's-level applicants to clinical doctoral programs. 13, 64-67.
- Harper, R. S. (1976). Where is a CAMAS for GPIPS now that we need one? 3, 134-136.
- Cole, D. L. (1979). Undergraduate preparation for admission to professional schools of psychology. 6, 179-180.
- Couch, J. V., & Benedict, J. O. (1983). Graduate school admission variables: An analysis of 1980-81 students. 10, 3-6.
- Lawson, T. J. (1995). Gaining admission into graduate programs in psychology: An update. 22, 225-227.
- Kopala, M., Keitel, M. A., Suzuki, L. A., Alexander, C. M., Ponterotto, J. G., Reynolds, A. L., & Hennessy, J. J. (1995). Doctoral admissions in counseling psychology at Fordham University. 22, 133-135.
- Perlman, B., & Dehart, P. (1985). The master's-level clinician: Application and admission to doctoral programs. 12, 67-71.

Lunneborg, P. W., & Baker, E. C. (1986). Advising undergraduates in psychology: Exploring the neglected dimension. 13, 181-185.

Gielen, U. (1980). A helping hand for the psychology major: The student handbook. 7, 238-239.

Kremer, J. F. (1980). Three obstacles to improving academic consultation. 7, 177-179.

AGING

Fingerman, K. L. (2000). Enhancing student interest in the psychology of aging: An interview with Susan Krauss Whitbourne. 27, 224-229.

Barnes, D. R. (1985). Teaching "the psychology of adult development and aging". 12, 37-39.

Dullaert, J. (1977). Teaching psychology of the aged: Six obstacles to learning. 4, 68-72.

Panek, P. E. (1983). Psychology of aging: Students' perceptions of most important course material. 10, 56.

Hoyer, W. J. (1983). Students' expectations of the psychology of adult development and aging. 10, 178-179.

Fried, S. B. (1988). Learning activities for understanding aging. 15, 160-162. [D/A]

Lutsky, N. (1986). A negative attitude toward a classroom technique eliciting attitudes toward elderly persons. 13, 148- 149.

Sheldon, J. P. (1998). Addressing stereotypes and ageism in a life span development course. 25, 291-293. [D/A]

Panek, P. E., & Merluzzi, T. V. (1983). Influence of client age on counselor trainees' assessment of case material. 10, 227- 228.

Panek, P. E. (1982). Do beginning psychology of aging students believe 10 common myths of aging? 9, 104-105.

Panek, P. E. (1984). A classroom technique for demonstrating negative attitudes toward aging. 11, 173-174. [D/A]

Evans, J. D. (1981). Personal involvement projects in the psychology of aging: Some examples and an empirical assessment. 8, 230-233.

Naveh-Benjamin, M., McKeachie, W. J., & Lin, Y. G. (1989). Use of the ordered-tree technique to assess students' initial knowledge and conceptual learning. 16, 182-187.

Whitbourne, S. K., & Cassidy, E. L. (1994). Psychological implications of infantilization: A class exercise. 21, 167-168. [D/A]

Wight, R. D. (1989). Fostering insight into personal conceptions of the elderly: A simulation exercise. 16, 216-218. [D/A]

Dillon, K. M. H., & Goodman, S. (1980). Think old: Twenty-five classroom exercises for courses in aging. 7, 96-99. [D/A]

ALTERNATIVE EDUCATION

Husband, R. W. (1978). Teaching psychology on an aircraft carrier. 5, 39-40.

McKinney, F. (1980). Teaching in overseas military settings. 7, 244-245.

Fraleigh, S. E. (1991). From self-blame to self-acceptance: Benefits of learning psychology in a prison undergraduate program. 18, 234-235.

Dodd, D. K. (1987). Prison teaching: A reply to Osberg. 14, 232-233.

Osberg, T. M. (1987). Further issues in prison teaching: A response to Dodd. 14, 233-235.

Osberg, T. M. (1986). Teaching psychology in a prison. 13, 15-19.

APPLIED

Grasha, A. F. (1974). "Giving psychology away": Some experiences teaching undergraduates practical psychology. 1, 21-24.

Bush, D. F., & Ziegler, D. J. (1982). Applying psychology: Life skill workshops for undergraduate credit. 9, 118.

ASSESSMENT

Ritter, K. Y. (1977). Teaching students to administer the WISC. 4, 88-89.

Reinehr, R. C. (1991). Demonstrating personality scale validation procedures. 18, 241-242. [D/A]

Strahan, R. F. (1981). Self-exposure in the classroom: A case study in tutorial method. 8, 112-113. [D/A]

Carskadon, T. G. (1978). Use of the Myers-Briggs Type Indicator in psychology courses and discussion groups. 5, 140-142. [D/A]

Davidson, W. B. (1987). Undergraduate lab project in personality assessment: Measurement of anal character. 14, 101- 103. [D/A]

BEHAVIOR ANALYSIS

Richards, C. S. (1977). Teaching behavioral assessment: Curricular suggestions and a selective bibliography. 4, 152-153.

Lamal, P. A. (1995). College students' misconceptions about behavior analysis. 22, 177-180.

Edwards, J. S. (1976). Words vs records: A practical behavior recording exercise for psychology courses. 3, 35-37. [D/A]

Michael, J. (1975). An advanced laboratory course in the experimental analysis of behavior. 2, 165-169.

BEHAVIOR MODIFICATION

Jeger, A. M., & McClure, G. (1979). The attitudinal effects of undergraduate behavioral training. 6, 226-228.

Blampied, N. M., & Black, W. A. M. (1976). Training in behavior therapy and behavior modification in colleges and universities: A bibliography. 3, 90-91.

Tasto, D. L. (1976). On the teaching of a self-modification course. 3, 174-177.

Allen, J. L. (1978). A January interim behavior modification seminar/practicum. 5, 156-157.

Barrera, M., Jr., & Glasgow, R. E. (1976). Design and evaluation of a personalized instruction course in behavioral self-control. 3, 81-84.

Menges, R. J., & Dobroski, B. J. (1977). Behavioral self-modification in instructional settings: A review. 4, 168-173.

Marholin, D., Taylor, R. L., & Warren, S. A. (1978). Learning to apply psychology: Didactic training, experience and opinions about behavior modification. 5, 23-26.

BIOGRAPHY

Heppner, P. P., & Reis, S. D. (1987). Robert S. Daniel: A man dedicated to teaching. 14, 4-10.

Benjamin, L. T., Jr. (1987). A teacher is forever: The legacy of Harry Kirke Wolfe (1858-1918). 14, 68-74.

CAREER

Poe, R. E. (1988). A decision tree for psychology majors: Supplying questions as well as answers. 15, 210-213.

McGovern, T. V., & Ellett, S. B. (1980). Bridging the gap: Psychology classroom to the marketplace. 7, 237-238.

Lawson, T. J., Jordan-Fleming, M. K., & Upton, R. M. (1997). Developing a brochure on positions held by psychology alumni. 24, 201-203.

Ware, M. E., & Meyer, A. E. (1981). Career versatility of the psychology major: A survey of graduates. 8, 12-15.

Korn, J. H., & Lewandowski, M. E. (1981). The clinical bias in the career plans of undergraduates and its impact on students and the profession. 8, 149-152.

Kressel, N. J. (1990). Job and degree satisfaction among social science graduates. 17, 222-227.

Erdwins, C., & Olivetti, L. J. (1978). Psychology related employment settings for graduates of submaster's programs in psychology: A bibliography. 5, 38-39.

Poe, R. E. (1990). Psychology careers material: Selected resources. 17, 175-178.

Wise, P. S., Smith, G. F., & Fulkerson, F. E. (1983). Occupations of psychology majors receiving undergraduate degrees from Western Illinois University. 10, 53-54.

Ware, M. E., & Beischel, M. L. (1979). Career development: Evaluating a new frontier for teaching and research. 6, 210-213.

Ware, M. E. (1986). Assessing students' career needs at a small private university. 13, 185-188.

Matthews, J.R. (2000). Special issues facing new faculty with doctorates in applied subfields. 27, 216-217.

Lunneborg, P. W. (1986). Assessing students' career needs at a large state university. 13, 189-192.

Ware, M. E. (1981). Evaluating a career development course: A two year study. 8, 67-71.

Lattal, K. A. (1980). "Psychology as a profession": A brief course providing career information for psychology majors. 7, 243-244.

Ware, M. E. (1982). Acknowledging the preparation of students for post graduate life. 9, 40-42.

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Caffrey, B., Berger, L., Cole, S., Marx, D., & Senn, D. (1977). Integrating professional programs in a traditional undergraduate psychology program. 4, 7-14.

Boltuck, M. A., Peterson, T. L., & Murphy, R. J. (1980). Preparing undergraduate psychology majors for employment in the human service delivery system. 7, 75-78.

McGovern, T. V. (1979). Development of a career planning program for undergraduate psychology majors. 6, 183-184.

Zechmeister, E. B., & Helkowski, C. (2001). A career course and fair. 28, 276-278.

Korn, J. H., & Nodine, B. F. (1975). Facts and questions concerning career training of the psychology major. 2, 117-119.

Hogan, P. M. (1991). Vocational preparation within a liberal arts framework: Suggested directions for undergraduate psychology. 18, 148-153.

Reed, J. G. (1984). Career planning and exploration: An exercise for use in industrial psychology courses. 11, 174-175. [D/A]

Bluestein, V. (1977). Variations on the fields of psychology course. 4, 146-147.

Marzano, W. A. (1985). Individualizing job-entry skills. 12, 102-103. [D/A]

Lunneborg, P. W., & Wilson, V. M. (1982). Job satisfaction correlates for college graduates in psychology. 9, 199-201.

Gottlieb, M. C. (1975). Introduction to the fields of psychology: A course proposal. 2, 159-161.

Carducci, B. J., Deeds, W. C., Jones, J. W., Moretti, D. M., Reed, J. G., Saal, F. E., & Wheat, J. E. (1987). Preparing undergraduate psychology students for careers in business. 14, 16-20.

CHEATING

Davis, S. F., Grover, C. A., Becker, A. H., & McGregor, L. N. (1992). Academic dishonesty: Prevalence, determinants, techniques, and punishments. 19, 16-20.

Davis, S. F., & Ludvigson, H. W. (1995). Additional data on academic dishonesty and a proposal for remediation. 22, 119-121.

Hindman, C. D. (1980). Crib notes in the classroom: Cheaters never win. 7, 166-168.

Bellezza, F. S., & Bellezza, S. F. (1989). Detection of cheating on multiple-choice tests by using error-similarity analysis. 16, 151-155.

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