



**STUDYING  
PSYCHOLOGY**

AT  
NEW JERSEY CITY UNIVERSITY



**NJCU**

NEW JERSEY CITY UNIVERSITY



# CONTENTS

A LETTER FROM THE AUTHOR	4
A MESSAGE FROM THE DEPARTMENT CHAIR	5
THE PSYCHOLOGY DEPARTMENT'S MISSION STATEMENT	6
IS COLLEGE WORTH IT?	7
EXPLODING A MYTH: WHAT YOU CAN DO WITH A B.A. IN PSYCHOLOGY	8
FIELDS OF SPECIALIZATION IN PSYCHOLOGY	10
JOB YOU CAN GET WITH A GRADUATE DEGREE IN PSYCHOLOGY	10
GETTING INTO GRADUATE SCHOOL	11
THE PSYCHOLOGY MAJOR AT NEW JERSEY CITY UNIVERSITY	12
THE PSYCHOLOGY MINOR AT NEW JERSEY CITY UNIVERSITY	12
ACING YOUR PSYCHOLOGY CLASSES: 10 RULES	14
TRANSFERABLE SKILLS CHECKLIST	18
TRANSFERABLE SKILLS ACQUIRED WHILE IN COLLEGE AND LIFE	19
PSYCHOLOGY CLUBS	20
GETTING A JOB WITH A B.A. IN PSYCHOLOGY	22
FAMOUS PSYCHOLOGISTS	23
MEET THE PSYCHOLOGY FACULTY	24
SOME READING RECOMMENDED BY NJCU PSYCHOLOGY FACULTY	26



# A LETTER

## FROM THE AUTHOR

Dear Student,

Before I majored in electrical technology, I wanted to be a scientist. I passed all my electrical technology classes, but I did not remember anything. Nevertheless, I still wanted to be a scientist. Just not a physical scientist. My passion was the social sciences. More specifically, psychology.

But as a first-generation college student, I did not know how broad psychology was. I thought all psychology was clinical psychology. I also did not know how to become a psychologist. And I did not know about the opportunities a B.A. in psychology offered.

I had other disadvantages. First, my father was not supportive. When he learned that I was switching from electronics to psychology, he stopped paying for my education. As a working class African-American male with an 8th-grade education, he was not willing to pay for a B.A. in psychology. He also, like me, was unaware of the opportunities that a B.A. in psychology offered.

Second, I passed all my courses because I was an avid reader, but I had poor study habits. And third, I did not think about graduate school until my senior year when Dr. Florence Denmark, former president of the American Psychological Association, suggested it.

After my application to the Graduate Center of the City University of New York was rejected by Dr. Stanley Milgram, Dr. Irwin Katz gave it a second look. He admitted me. Milgram was right to reject my application. It was a mess. Dr. Katz was right to accept me. He saw what I had to offer.

After reading this guide, I hope you will have clearer career goals. I hope you will consider applying for graduate school. And, most importantly, I hope you take all your courses seriously.

Before I end this, I would like to thank, Dr. Joan Bailey, my colleague and friend for her invaluable editorial comments.

All the best,

**Ansley W. LaMar, PhD**

*Psychology Professor*

# A MESSAGE

## FROM THE DEPARTMENT CHAIR

Welcome!

You are reading this because, most likely, you are either A) a Psychology major B) a Psychology minor or perhaps C) interested in Psychology. Perhaps you saw either the original *In Treatment* or the 2021 version and became interested and/or curious in our field. Maybe you're interested in whether Freud was accurate in his perceptions about human nature and personality. Maybe you want to understand your family or yourself better. Perhaps you want to understand characters and their motives in your favorite TV Series (*Game of Thrones? Cobra Kai? Stranger Things?*).

Psychology is a fascinating field, and it encompasses all these aspects! You can work in Human Resources with a B.A. in Psychology, in a school as a counselor, perhaps in a hospital or in a Community Mental Health Center. You can perform research, write popular press articles...in fact there are many things a Psychology major or minor can do!

As the department's newly elected department chair, one of my goals is to interest you in our amazing field, and to keep you interested! I am fortunate that my Ph.D. is in School Psychology, where we work extensively but not exclusively with children, and that I have an M.S.W., so I am a highly trained clinician as well. I tend to lean towards using CBT, cognitive behavioral therapy, when doing therapy, but I also espouse the medical model when diagnosing individuals. I love my field so much that I have written 6 books and as of this writing am in negotiations to begin a seventh.

Our department is not only about one person. We have faculty in a variety of disciplines with varied research interests and theoretical orientations. The one common theme: We all love our field and are fascinated by people and how they behave and act (and react) in situations.

Welcome to the Psychology Department!

**Andrew R. Getzfeld, Ph.D.**  
*Professor and Chair*

## **THE PSYCHOLOGY DEPARTMENT'S MISSION**

The psychology department of New Jersey City University has a shared mission: the transformation of primarily urban, first generation students, regardless of their level of academic preparedness, into socially responsible scholars and citizens. Because of our increasing success at achieving this mission, we are attracting students who have a strong sense of social justice and a strong interest in pursuing graduate work in psychology. We are recognized as one of the most innovative and noteworthy psychology programs in the New Jersey state university system.

# IS COLLEGE WORTH IT?

With the rising costs of college tuition, some have questioned whether attending college is worth it. This is an important question. Before committing to four years of college and the debt that comes along with it, you should consider whether college is for you. Some people are more comfortable working with their hands, others are more comfortable with their minds. While I am glad that I went to college, I would be the first to tell you that college is not for everyone.

Too many students attend college to get a job and make money. College provides you with so much more, but if that is your goal, attending college makes sense. A review of the table presented below reveals that the more schooling you have, the more money you make and the less likely you are to be unemployed.

While having a decent income is important, other benefits accrue from having a college education. For example,

- Families of college graduates are generally better off economically and socially.
- Attending college teaches you how to overcome all types of adversity and prepares you not only for the workplace, but for dealing with many of life's challenges.
- The college educated experience higher marital satisfaction.
- There is an association between educational attainment and life expectancy with the college educated living longer.
- Research suggests that the more education you have, the happier you tend to be.

College graduates, make more money, are less likely to be unemployed, and live more satisfying lives.

**TABLE 1**

## **MEDIAN WEEKLY EARNINGS (IN DOLLARS) AND UNEMPLOYMENT RATE (IN PERCENT) BY EDUCATIONAL ATTAINMENT, 2017**

<b>EDUCATIONAL ATTAINMENT</b>	<b>MEDIAN USUAL WEEKLY EARNINGS</b>	<b>UNEMPLOYMENT RATE</b>
DOCTORAL DEGREE	\$1,743	1.5%
PROFESSIONAL DEGREE	\$1,836	1.5
MASTER'S DEGREE	\$1,401	2.2
BACHELOR'S DEGREE	\$1,173	2.5
ASSOCIATE DEGREE	\$836	3.4
SOME COLLEGE, NO DEGREE	\$774	4.0
HIGH SCHOOL DIPLOMA, NO COLLEGE	\$712	4.6
LESS THAN A HIGH SCHOOL DIPLOMA	\$520	6.5

*Note:* data are for persons aged 25 and over. Earnings are for full-time wage and salary workers.

*Source:* U.S. bureau of labor statistics, current population survey.

EXPLODING A MYTH:

## WHAT YOU CAN DO WITH A B.A. IN PSYCHOLOGY

WHAT MANY  
FACULTY AND  
CAREER ADVISORS  
DO NOT REALIZE  
IS THE NUMBER OF  
TRANSFERABLE SKILLS  
A PSYCHOLOGY  
MAJOR ACQUIRES

### Many young people entering college are interested in majoring in psychology

but choose not to because of an unfounded myth that is often perpetuated by psychology faculty. Many people believe that is that you cannot get a job with a bachelor's in psychology. One reason the myth is so pervasive is that many people who teach psychology chose not to seek a job with only a bachelor's in psychology.

What many faculty and career advisors do not realize is the number of transferable skills a psychology major acquires. Transferable skills are skills that can be used in multiple jobs. Before sharing with you the transferable skill you will acquire as a college student and more specifically as a psychology major, I would like you to review **Table 2, Jobs You Can Get with a B.A. in Psychology.**

After earning a bachelor's in psychology, many students go on to achieve a Master of Arts degree (M.A.), a Doctor of Psychology (PsyD.), or a Doctor of Philosophy (Ph.D.). A master's in psychology will prepare you for certain psychology careers, including clinical and school counseling. Masters' programs in psychology usually require two to four years of additional study beyond the B.A. You may have to write a thesis, a major paper in support of your degree, or take a comprehensive exam.



A Doctorate in Education is a professional degree granted by a college of education. Students interested in pursuing counseling or leadership roles in education often pursue a Doctor of Education. It takes approximately six years to achieve an Ed.D. You may have to take an oral exam and a comprehensive exam.

The Doctor of Psychology is a professional doctoral degree that prepares graduates for careers that apply scientific knowledge of psychology and deliver evidence-based service to individuals, groups and organizations. You can earn a Doctor of Psychology in areas such as clinical, organizational, forensic and school psychology. It takes about five years to achieve a Psy.D. You must demonstrate an understanding of the scientific method, the study of behavioral sciences, and fulfill clinical hours, which are the hours you spend in hands-on experiences in patient care settings. The clinical hours may take place in hospitals, schools, private practices, and businesses.

The Doctor of Philosophy in Psychology is the most common graduate degree conferred in psychology and is generally offered at either private or public research universities. Ph.D. degrees are for students who wish to conduct research and teach. They may also be interested in doing applied work in areas such as health services, counseling in school settings and consulting in businesses and organizations. It takes about six years to achieve a Ph.D. To get my Ph.D. in social psychology, I had to complete 60 course credits, demonstrate expertise in four psychology areas and complete and defend a dissertation. A dissertation is an extensive research project. If I were getting a Ph.D. in clinical psychology, I would have also had to complete clinical hours. **Table 3** lists fields of specialization in psychology in which you can obtain a Ph.D.

While there are numerous opportunities with a bachelor's in psychology, getting a graduate degree increases your earning potential and your professional opportunities. **Table 4** lists some of the jobs you will be able to get with a graduate degree in psychology.

**TABLE 2**

**JOBS YOU CAN GET WITH A B.A. IN PSYCHOLOGY**

- Employment specialist
- Human resources assistant
- Job analyst
- Labor relations specialist
- Labor union organizer
- Market research analyst
- Recruiter
- Court-appointed special advocate
- probation/parole officer
- Childcare worker
- Child protection worker
- Child welfare caseworker
- Community health worker
- Community service/relations representative
- Outplacement specialist
- Hospital administrator
- Education program specialist
- Housing/student life coordinator
- Teacher
- Recruiter
- Residential treatment worker
- Nursing home administrator
- Admissions counselor
- Career counselor
- Guidance counselor
- Youth counselor
- Substance abuse counselor

Occupational Outlook Handbook: [bls.gov/ooh](https://www.bls.gov/ooh)

**TABLE 3**

**FIELDS OF SPECIALIZATION IN: PSYCHOLOGY**

<b>ARTIFICIAL INTELLIGENCE</b>	field of specialization in which researchers develop computer models to stimulate human cognitive processes and to solve problems.	<b>INDUSTRIAL/ ORGANIZATIONAL (I/O) PSYCHOLOGY</b>	field of specialization concerned with using psychological concepts to make the workplace a more satisfying environment for employees and management. frequently involved in designing job-training programs
<b>BIOLOGICAL PSYCHOLOGY</b>	branch of neuroscience, also known as physiological psychology, which focuses on the relationship between behavior and physiological events within the brain and the rest of the nervous system.	<b>PERSONALITY PSYCHOLOGY</b>	field of specialization that focuses on exploring the uniqueness of the individual, describing the elements that make up human personality, and investigating how personalities develop and how it influences people's activities.
<b>CLINICAL PSYCHOLOGY</b>	area of specialization involved in the diagnosis and treatment of behavioral problems. usually work in mental health clinics, mental hospitals, juvenile and adult courts, medical schools, and prisons.	<b>POSITIVE PSYCHOLOGY</b>	study of human behavior aimed at discovering and promoting the positive strengths and attributes that enable individuals to thrive and succeed.
<b>COGNITIVE PSYCHOLOGY</b>	approach to psychology focusing on the ways in which organisms' process information, investigating processes such as thinking, memory, language, problem solving, and creativity. more interested in mental processes, as opposed to behavioral processes.	<b>SCHOOL PSYCHOLOGY</b>	field of specialization concerned with evaluating student's interest and abilities and resolving learning and emotional problems in school settings. they use a variety of methods including personality, interest, and ability tests and assist schools in developing programs for the gifted.
<b>COUNSELING PSYCHOLOGY</b>	area of specialization involved in the diagnosis and treatment of problems of adjustment. tends to focus on less serious problems, than clinical psychologists. usually work in high schools, college, and university settings.	<b>SOCIAL PSYCHOLOGY</b>	field of specialization concerned with understanding the impact of social environments and social processes on individuals. they are interested in attitude formation and change, social perception, conformity, social roles, prejudice, interpersonal attraction, and aggression.
<b>DEVELOPMENTAL PSYCHOLOGY</b>	field of specialization in psychology concerned with factors that influence development and shape behavior throughout the life cycle from conception through old age.		
<b>EDUCATIONAL PSYCHOLOGY</b>	field of specialization in psychology concerned with the study and application of learning and teaching methods, focusing on areas, such as improving curricula and training teachers.		
<b>ENGINEERING PSYCHOLOGY</b>	focuses on creating optimal relationships among people, the machines they operate, and the environment they work in, sometimes called human factors psychology.		
<b>EXPERIMENTAL PSYCHOLOGY</b>	field of specialization in which the primary activity is conducting research.		
<b>FORENSIC PSYCHOLOGY</b>	field of specialization that works with the legal, court, and correctional systems to develop personality profiles of criminals, make decisions about convicted and help law enforcement understand behavioral problems		
<b>HEALTH PSYCHOLOGY</b>	area of specialization concerned with the interaction between behavioral, psychological, and physical health. they develop programs to help people reduce stress in their lives, study coping strategies, etc.		

**TABLE 4**

**JOBS YOU CAN GET WITH A GRADUATE DEGREE IN PSYCHOLOGY**

Behavioral therapist	Probation/parole officer
Clinical social worker	Psychiatric social worker
College professor	Psychotherapist
Corporate foundation specialist	Rehabilitation counselor
Court-appointed special advocate	School psychologist
Health care social worker	School social worker
Marriage counselor	Social service aide
Medical social worker	Social work researcher
Mental health worker	Social worker
Neuropsychology	Sociologist
	Sports psychologist
	Teacher

# GETTING INTO GRADUATE SCHOOL

## APPLYING FOR GRADUATE SCHOOL IS JUST LIKE APPLYING FOR COLLEGE. TO REFRESH YOUR MEMORY, PRINTED BELOW IS A 9-STEP PROCESS FOR GETTING INTO GRADUATE SCHOOL

- 1 Start the graduate program application process not later than your upper junior semester.
- 2 Make a list of graduate schools you would like to attend. The publication, *Graduate Study in Psychology*, is a useful resource that can be purchased from The American Psychological Association. Your list of schools should include three dream schools (schools that are highly competitive), three safety schools (schools which you are certain that you can get into), and three target schools (schools that you are certain you can get into because you exceed their entrance requirements).
- 3 Create a spreadsheet that lists the admission requirements of each graduate school and the deadline date for applying. Requirements usually include your transcript/grade point average, three letters of recommendation, and a personal statement.
- 4 Prepare for and take the graduate record exam (GREs) if required. The GRE general test measures three competencies. 1) Verbal Reasoning – Assesses your ability to analyze and synthesize written information. 2) Quantitative Reasoning – Assesses your ability to understand, interpret, and analyze numerical information and data. 3) Analytical Writing—Assesses writing skills.  
  
The best way to prepare for the general test of the GRE is to do well in your writing courses and math courses, especially statistics. The second-best way to prepare is to enroll in a GRE prep course and the final and cheapest way to prepare, is to take multiple practice GRE prep tests and use the results to identify the areas you need to strengthen. Do whatever is necessary to strengthen your general vocabulary.  
  
Then there is the GRE psychology test, which consist of over 200 multiple-choice questions designed to measure your knowledge of psychology. The best way to prepare for the psychology test is by reading a high-level introduction to or general psychology text. Do whatever is necessary to develop a strong psychology vocabulary.
- 5 Write a strong personal statement. To write a strong person statement, I believe you need to be clear as to why you want to enroll in a particular graduate school. It would be helpful if you reference the research of a faculty member whose research you appreciate. Hopefully, while at NJCU, you have written research papers or conducted research that demonstrates your interest in an area of psychology so that you can reference your research in your personal statement. Discuss the contribution do you intend to make to the field and to society after you get your advanced degree. Finally, make sure your statement is read by one of your professors or a fellow student who has decent academic skills. You want to make sure there are no typos or grammatical errors and you want to make sure that it reads well.
- 6 Get letters of recommendation. A letter of recommendation is a document, usually written by a professor, attesting to your academic skills, your character, and your suitability for graduate work. Graduate schools typically require three letters of recommendations. To ensure that you can get those letters, it is important that your professors get to know you. In addition to doing good work and participating in class, I recommend that you take more than one class with professors you value, visit those professors during their office hours, and, if possible, do independent research with one of them.
- 7 If required, request that your transcripts be submitted to the graduate programs you are applying to. Make the request well in advance of the deadline.
- 8 Have copies of your work that you are proud of. As mentioned above, I recommend that you reference any research in your personal statement, that you have conducted. If you are called in for an interview, you might want to bring copies of your work with you. Make sure you can answer any questions the interviewer might have about your work.
- 9 Review the program requirements and once you are certain that your application is in order, submit your material. Do your best to submit your material and application a month in advance. Graduate schools receive many applications, and the ones that are submitted early are looked at with fresh eyes.

# THE PSYCHOLOGY MAJOR

AT NEW JERSEY CITY UNIVERSITY

## The Psychology Department offers a 36-credit general psychology concentration for undergraduates.

Thirteen credits make up the Required Core: Psyc 110: Introduction to Psychology, Psyc 230: Statistics for the Social Sciences, 235: Experimental Psychology, and 336: Senior Research Seminar. The combination of the four courses provides students with an overview of the discipline's subfields and a basic understanding of research methodology.

The Restricted Psychology Electives (Groups One-Five) are designed to provide greater depth of understanding of selected subfields. Students develop greater expertise and identify areas of individual interests. Students are required to take one course under each group for a total of 15 credits. Restricted Psychology Electives are depicted in **Table 5**.

In addition to the Required Core and Restricted Psychology Electives, students complete an additional eight credits of Overall Psychology Electives, designed to allow students to pursue areas of interests or gain knowledge in another subfield of psychology. These overall psychology electives are upper-level (300-400 level psychology) courses and can come from any additional Group Two through Group Five courses or any of the additional psychology electives (see **Table 6**). All psychology majors are encouraged to do at least one field placement.

## THE PSYCHOLOGY MINOR AT NEW JERSEY CITY UNIVERSITY

The Psychology minor is a 24-credit minor comprised of a Required Core (Psyc 110: Introduction to Psychology, Psyc 230: Statistics for the Social Sciences, 235: Experimental Psychology), Restricted Psychology Electives, and an Overall Psychology Elective. The Required Core represents 10 of the 24 minor electives, the Restricted Psychology Electives 12, and the Overall Psychology Elective two credits.

As part of your course work, I strongly recommend that you take independent study/research. Independent study/research will allow you to explore an area of interest under the guidance of a faculty member. You will gain deeper knowledge in an area, which would help you with your graduate school admissions, and a deeper relationship with a faculty member, which would be useful if you need a recommendation.

I also recommend that you gain experience by doing co-operative education or a field experience/internship. The following websites can help you find a suitable internship. [internships.com/student](https://www.internships.com/student) and [internships.com/intern-jobs-search](https://www.internships.com/intern-jobs-search).

**TABLE 5****RESTRICTED PSYCHOLOGY ELECTIVES****GROUP NUMBER    GROUP RESTRICTED ELECTIVES**

<b>GROUP ONE</b>	PSYC 150: Development: Birth thru Adolescence
	PSYC 152: Development: Adolescence thru Adulthood
	PSYC 160: Social Psychology

<b>GROUP TWO</b>	PSYC 340: Physiological Psychology
	PSYC 341: Perception
	PSYC 342: Motivation
	PSYC 343: Learning
	PSYC 344: Cognition

<b>GROUP THREE</b>	PSYC 345: Personality
	PSYC 350: Advanced Development
	PSYC 360: Advanced Social Psychology

<b>GROUP FOUR</b>	PSYC 330: Tests and Measurement
	PSYC 410: Advanced General Psychology
	PSYC 412: History and Systems
	PSYC 414: Contemporary Issues in Psychology

<b>GROUP FIVE</b>	PSYC 300: Psychopathology
	PSYC 301: Abnormal Psychology
	PSYC 370: Techniques of Behavioral Modification
	PSYC 372: Introduction to Counseling

**TABLE 6****ADDITIONAL OVERALL PSYCHOLOGY ELECTIVES****OVERALL ELECTIVES**

PSYC 315: Drug and Alcohol Counseling I	PSYC 472: Advanced Psychology
PSYC 317: Drug and Alcohol Counseling II	PSYC 480: Field Experience: Mental Health
PSYC 347: Positive Psychology	PSYC 490: Cross Cultural Psychology
PSYC 376: Group Dynamics	Co-Operative Education/Internship Credits

# ACING YOUR PSYCHOLOGY CLASSES:

## 10 RULES

THE STUDENTS  
WHO DO BEST IN  
MY CLASSES ARE  
STUDENTS WHO  
EITHER HAVE  
STRONG ACADEMIC  
BACKGROUNDS  
OR, IN LIEU BEING  
WELL-PREPARED  
ACADEMICALLY, ARE  
HIGHLY MOTIVATED  
TO DO WELL

Over the years, I have heard that students generally say two things about me as an instructor:

that you will learn a lot and that I am demanding. I am sure that there are a lot of other less flattering comments, but these are the two that get back to me. I agree with the first. My son, Hunter, who graduated from college in 2017, agrees with the latter.

The students and Hunter are right and wrong. Course difficulty is a function of how prepared you are. Last year, I decided I wanted to do 100 pushups without stopping. I eventually succeeded but if I immediately tried to do 100 pushups, I would have failed. When I set the 100-push up goal, I was not strong enough to meet the goal.

On the other hand, Alicia Weber would have done 100 pushups with ease. On August 13, 2011, Ms. Weber, did 1020 pushups in one hour. Whether a physical or intellectual feat is difficult is determined by your level of preparedness when you begin.

The students who do best in my classes are students who either have strong academic backgrounds or, in lieu being well-prepared academically, are highly motivated to do well. These 10 Rules for Acing Your Psychology Classes are for the highly motivated student.

# 01

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## Establish meaningful goals. The goal, however, should not be to get an A.

The goal should be to understand 80 to 100% of the material. If you think about it, you can achieve an A by cheating. In some classes, you can achieve As without learning anything. I passed all my electronic courses but did not remember anything the next semester.

Pursuing As might or might not lead to learning anything. Pursuing understanding will not only lead to learning the material and doing well in your classes, but it will also result in your enjoying the class more. I did not want to do 100 pushups to win a prize. I wanted to do 100 pushups to demonstrate to myself I could do 100 pushups. Achieving my goal led to a deep sense of satisfaction. Mastering the material will also give you a deep sense of satisfaction.

When I decided I wanted to do 100 pushups, which seems like a paltry goal next to Ms. Weber's achievement, I decided to start with 10 pushups and add two pushups every other day. I knew I could do 10 pushups easily, and I knew that adding two pushups every other day would be relatively easy.

# 02

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## Acing your classes is to break your goals down into easily manageable tasks.

Understanding five pages at a study session is easier than mastering 30.

It seems that when it comes to exercising or studying, time management is a challenge. Yet most people get to class and to work on time. Most people get to class and to work on time because they know when and where they should be and what they will be doing. I decided that I would do my pushups right after I brushed my teeth and before I took my shower. This advance plan is called an implementation intention. This specific "pre-decision" made doing the pushups routine and eventually automatic.

# 03

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## Plan specifically when and where you will do your coursework.

I do not know how long it took me to get to 100 pushups, but the research is clear. Time on task, the amount of time you spend studying, is a determinant of academic success. Makes sense. When I was trying to lose weight, the more time I spent jogging, the more weight I lost. The more time an athlete spends practicing or a violinist spends rehearsing, the better they perform. Focused time-on-task is related to success in most fields.

As a student, you must be wondering how many hours you should spend studying? In 1961, the average student at a four-year college studied 24 hours a week. Today, the average student studies for 14.

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**TIME ON TASK, THE AMOUNT OF TIME YOU SPEND STUDYING, IS A DETERMINANT OF ACADEMIC SUCCESS**

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# 04

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**If you want to do better than average, spend more time studying than the average student.**

The way I did the pushups was important. Doing them on my knees or arching my back would have decreased the quality of my efforts. Doing the pushups was not enough. I had to use good form. When you study, you must also exercise good form.

To that end, I favor taking advantage of the self-reference effect. When doing the pushups, especially when it started getting difficult, somewhere around 50, thinking about how being able to do 100 pushups would affect me both physically and psychologically was a powerful motivator. It also kept the task personally meaningful.

The research is clear. When we relate what we are doing to who we are, we tend to process the material more deeply and recall it more thoroughly and more accurately.

# 05

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**When studying, think about how the material applies to you.**

To do 100 pushups, I had to know what a pushup was. Doing sit-ups thinking that they were pushups may have made my abs stronger, but I would not have achieved my goal. To do well in any academic subject you must have a strong general vocabulary and a strong discipline specific vocabulary. Your general vocabulary is made up of the words you use every day. Your discipline's specific vocabulary are the concepts in your textbook's glossary, the studies that are cited in your textbook and the people who have made significant contributions to the discipline.

The stronger your vocabulary the better you will do in any academic subject. In fact, the best predictor of your I.Q. is your vocabulary.

# 06

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**When you come across any word in the text that you do not know, look it up.**

Do not try to figure it out what the word means from the context. All too often, your inferred meaning will make sense to you, but will be wrong. A good dictionary is a good friend.

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**THE STRONGER  
YOUR VOCABULARY  
THE BETTER YOU  
WILL DO IN ANY  
ACADEMIC SUBJECT**

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# 07

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**Know the important studies and the contributions of the important personalities.**

Hint: note the concepts, studies, and personalities your professor emphasizes in class. Noting what your professor emphasizes in class is related to rule number 8.



# 08

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## You must go to class.

If I did not brush my teeth and take a shower, I may have never achieved my 100-push up goal. According to Woody Allen “80% of success is showing up.” And despite what your classmates may tell you, many of your professors have something important to say.

There are other reasons why you should attend class. First, you get to hear what your classmates have to say about the topic. An important part of the learning experience is hearing multiple perspectives. My idea of an effective classroom is 20% lecture and 80% discussion. Lecture and reading the text provides the raw material. Discussions transform that material to knowledge and, in some cases, wisdom.

The second reason is more subtle. The reason you see so many Geico and Progressive commercials is that marketing professionals know that the more you see or hear the name of their product, the more favorable your opinion of their product will become. It is called the mere exposure effect. Likewise, the more your professor sees you, the more inclined your professor is to like you and, given that your professors are human, the more likely they are to give you the benefit of the doubt. Take advantage of the mere exposure effect by visiting your professors during their office hours.

# 09

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## Form study groups.

Using the principle of social facilitation, I could have reached my 100-pushup goal quicker if I had an exercise buddy. I find exercising in the presence of others more motivating than exercising alone. Similarly, I get more reading done in a coffee shop than I do at home. I, therefore, recommend forming study groups.

If the material is difficult, however, it is better to study in the presence of others, like in a library, but not with others. Other people raise our arousal level. A good thing when we know the material or when the material is boring. A bad thing when the material is unfamiliar or complicated. Arousal makes concentrating difficult.

An effective study group technique is to assign each member a portion of the material to teach. This responsibility will ensure that the student-teachers will strive to truly understand the material.

Study groups need strict agendas. The first five percent of group time can be spent catching up. The next 85% should be spent going over the material. The final 10% should be spent setting the agenda for the next meeting. After studying and agenda setting is completed, you can spend time socializing.

Study groups, however, may not be for everyone. I am an extrovert. Dr. Bailey made me aware that introverts might find study groups problematic. Experiment and decide if they work for you.

# 10

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## Plan fun!

The saying that “All Work and No Play Makes Jack a Dull Boy” is true. If all I ever did was pushups, I would eventually hate doing pushups. If all you ever do is prepare for classes, you will eventually hate school. The most successful college students are not the students who are only invested in their academic life. The most successful students do their academic work, but also have a rich social life. They do well in college. They also enjoy college. And they are successful after college. They have an easier time finding jobs because they made friends in college.

Their secret is simple. Successful people in general and successful college students in particular delay gratification. They put responsibility before pleasure, but they also plan fun. Successful college students understand that a rich social life is as important to their well-being as getting As or, for that matter, making millions.

In addition to doing well academically and professionally, successful students value their friendships, their health and, even though they may not attend religious services, they value their spiritual life. They find themselves caught in a virtuous cycle. Their sense of well-being leads to a more personally and professionally satisfying life and their personal and professional satisfaction leads to a greater sense of well-being. Strive for the same.

# TRANSFERABLE SKILLS

## CHECKLIST

THE MORE  
SKILLS YOU CAN  
EFFECTIVELY  
APPLY, THE  
MORE VALUABLE  
YOU WILL BE TO  
A POTENTIAL  
EMPLOYER

Over the years, you have acquired many skills from your coursework, co-curricular activities, and life experiences.

In addition, if you have researched topics and written reports or edited and presented papers, you have developed skills that are not limited to just one discipline but are transferable to different occupations. A prospective employer is interested in your work-related experiences and skills. The more skills you can effectively apply, the more valuable you will be to a potential employer. Use the following checklists, Tables 7 and 8 to help you pinpoint some of your transferable skills. **Table 7** lists the skills and knowledge that you will acquire in select psychology courses.

**Table 8** (on page 20) lists the skills that you will acquire from your life experiences and while taking courses at NJCU.

**TABLE 7****TRANSFERABLE SKILLS ACQUIRED IN SELECT PSYCHOLOGY COURSES**

SKILLS	DESCRIPTION
ABNORMAL PSYCHOLOGY	An in-depth understanding of the causes and treatment of maladaptive behavior.
ADVANCED DEVELOPMENTAL	An in-depth understanding of human development
ADVANCED GENERAL	Knowledge of the most significant concepts, principles, and theories in psychology
ADVANCED SOCIAL	An in-depth understanding of persuasion, conflict and conflict resolution, race relations, leadership, group dynamics
CONTEMPORARY ISSUES	Knowledge of the basic issues regarding the nature of psychology
EXPERIMENTAL PSYCHOLOGY	The ability to use the scientific method to study human behavior
GROUP DYNAMICS	The ability to lead groups and be an effective group member.
HISTORY AND SYSTEMS	Knowledge of the systems and evolution of psychology
INTRODUCTION TO COUNSELING	Especially good observational and listening skills
PERSONALITY THEORY	An in-depth understanding of human behavior and motivation
PSYCHOPATHOLOGY: CHILDHOOD & ADOLESCENCE	An in-depth understanding of the causes and treatment of maladaptive behavior in children and teenagers
SEMINAR: CLINICAL	Knowledge of the skills required to be a mental health specialist.
SENIOR RESEARCH METHODS	The ability to use different research methods to study human behavior.
STATISTICS FOR THE SOCIAL SCIENCES	The ability to conduct a rudimentary analysis of data.
TECHNIQUES OF BEHAVIOR MANAGEMENT	Ability to apply psychology techniques to change human behavior in institutional settings
TESTS & MEASUREMENTS	Knowledge of the most used psychological tests

**PSYCHOLOGY CLUBS**

One of the best ways to acquire transferable skills and make yourself more valuable to employers and more attractive to graduate schools is by being an active member in one of the campus clubs. I strongly recommend that you join and become an active member of the Psychology Society. And, if you qualify, I strongly recommend joining Psi Chi.

The Psychology Society is a student-run organization that is open to all majors at NJCU. The Psychology Society holds workshops and social events that are of interest to Psychology majors.

**NJCU's Chapter of Psi Chi, The International Honor Society in Psychology**

Psi Chi is an international honor society whose purpose is to encourage, stimulate, and maintain excellence in scholarship of psychology majors, and to advance the science of psychology. It is comprised of professionals, scientists, faculty, students, and alumni who wish to recognize and promote excellence in the science and application of psychology.

NJCU's chapter of Psi Chi is open to all students majoring or minoring in Psychology who meet the minimum requirements. Psi Chi membership is for life.

As a member of Psi Chi, [psichi.org](http://psichi.org), you will receive international recognition for academic excellence in psychology, have access to a pool of more than \$400,000 annual awards, grants, and scholarships, receive psychology-related career support, have networking opportunities, and an opportunity to publish in their peer-reviewed journal.

**Requirements include:**

- Completion of 3 semesters at NJCU.
- Completion of 9 semesters hours at NJCU.
- Ranking in the top 35% of their class.
- Having a minimum of 3.3 undergraduate GPA 3.0 graduate GPA.

**TABLE 8****TRANSFERABLE SKILLS ACQUIRED WHILE IN COLLEGE AND LIFE**

<b>COMMUNICATION SKILLS</b>	<b>HUMAN RELATIONS/INTERPERSONAL SKILL</b>	
Speaking effectively	Listening	Responsibility
Providing appropriate feedback	Conveying feelings	Teaching/instructing
Writing clearly and concisely	Providing support for others	Coaching/mentoring
Negotiating	Motivating	Promoting change
Listening attentively and objectively	Persuading others	Counseling
Perceiving nonverbal messages	Willing to take risks	Managing conflict
Expressing ideas	Teaching/instructing others	Motivating and leading people
Persuading	Helping others	Selling ideas or products
Facilitating group discussions	Counseling	Making decisions with others
Reporting information	Cooperating	Analyzing tasks
Interviewing	Demonstrating effective social behavior	Organizing people to achieve a specific goal
Editing	Perceiving feelings and situations	Identifying contributors to solutions
Public speaking	Delegating with respect	Following up with others to evaluate progress
Responding appropriately to feedback	Keeping a group “on track”	Facilitating brainstorming activities
Using various media to present ideas	Working with diversity or multi-cultural issues	Conducting meetings
Conveying a positive self-image to others	Interacting effectively with others	Acknowledging others for a job well done
	Management/leadership/decision making	Prioritizing tasks
	Initiating new ideas and tasks	Solving problems/mediating
	Managing groups	Negotiating agreements
	Handling details	Implementing sound decisions
	Delegating	

**RESEARCH/ PLANNING/  
INVESTIGATION SKILLS****WORK SURVIVAL SKILLS**

Forecasting/predicting

Creating ideas

Identifying problems

Analyzing

Imagining alternatives

Identifying resources

Gathering information

Solving problems

Setting goals

Extracting important information

Developing evaluation strategies

Testing validity of data

Designing an experiment or model

Formulating questions

Making conclusions

Conceptualizing

Observing and discovering

Defining needs

Implementing decisions

Meeting goals

Enlisting help

Accepting responsibility

Setting and meeting deadlines

Enforcing policies

Being punctual

Organizing

Making decisions

Attending to detail

Working effectively under pressure

Taking initiative in job-related duties

Discerning appropriate workplace behaviors

Financial management

Fundraising

Calculating

Developing a budget

Accurately

estimating expenses and income

Keeping accurate financial records

Projecting/forecasting

Accounting

Investing

Engage in group decision making

Critical thinking/problem solving

Anticipating problems

Defining problems and identifying causes

Developing plans to implement solutions

Explaining experiences

Identifying and selecting solutions

Creating innovative solutions to problems

Encouraging and inspiring

# GETTING A JOB

WITH A B.A. IN PSYCHOLOGY

WHEN YOU  
START YOUR  
JOB HUNT, LET  
YOUR LIFE, WORK  
CIRCUMSTANCE  
AND GOALS  
DICTATE HOW  
MUCH TIME YOU  
SHOULD INVEST

If you are not planning to go to graduate school and if you are not planning to stay at your present job or you do not have a job, I assume that you will be job hunting.

A surprising number of people do not know how to job hunt effectively, so in this section I will be sharing a job hunt process that has been used successfully by students in the past.

But first, I would like to put your job hunt process in context. First, getting a job is a job. Or at least, you should treat it as a job. The more time per week you put into the job hunt process, the faster you would obtain a job. On the other hand, spending 40 hours per week searching for a job can cause burnout. When you start your job hunt, let your life, work circumstance and goals dictate how much time you should invest. It takes the average college graduate three to six months to obtain a job after graduation.

On average, job seekers spend about 11 hours per week searching for a job. If you put in more than that, you will be ahead of the game. If you are eager to find a job, I recommend allocating 25 hours per week to your job search.

According to the balancecareers website, [thebalancecareers.com/how-much-time-to-spend-on-a-job-search-2062204](https://www.balancecareers.com/how-much-time-to-spend-on-a-job-search-2062204), you should allocate those hours as follows:

- **5 hours per week:** Composing and refining job search communications, including resumes, cover letters, and follow-up letters or emails.
- **3 hours per week:** Searching for and applying to posted jobs through online sources, including job sites and employer websites.
- **3 hours per week:** Identifying organizations in industries and locations of interest to target for inquiries regarding employment prospects. This time would include completing online profiles and inputting resumes into employer databases.
- **3 hours per week:** Participating in interviews. Attendance at job fairs would be included in this allotment. This time would vary greatly from week to week depending on the number of interviews secured.
- **11 hours per week:** Devoted to various career networking activities.

The process that students have found to be successful has an expanded notion of networking at its core. The nine-step process is to the right (**Table 9**).

## FAMOUS PSYCHOLOGISTS

As you study psychology, you will be introduced to psychologists who have had a significant impact on the field. Listed below are the names of the 45 psychologists NJCU psychology faculty believe you should get to know. Take some time to Google their names. You will receive a delightful history lesson.

Ainsworth, M. D. S.	Gibson, E.	Piaget, Jean
Allport, Gordon W.	Gilligan, C.	Rogers, Carl
Asch, S. Bell, R. Q.	Harlow, Harry F.	Schachter, Stanley
Bandura, Albert	Hubel, D. H.,	Seligman, Martin E. P.
Baumrind, D.	Kagan, Jerome	Sherif, M.
Bower, Gordon H.	Kohlberg, Lawrence	Skinner, B. F.
Bowlby, J. Hebb, D.	Langer, Ellen	Smith, R. S.
Bronfenbrenner, U.	Loftus, Elizabeth F.	Sternberg, Robert J.
Brown, Roger	Maslow, Abraham	Vygotsky, L. S.
Clark, Kenneth	McClelland, D. C.	Washburn, M.F.
Clark, Mamie	Milgram, Stanley	Watson, John B.
Erikson, Erik H.	Miller, G. A.	Werner, E. E.
Festinger, Leon	Miller, Neal E.	Wiesel, T. N.
Freud, A.	Mischel, Walter	Zajonc, R.
Freud, Sigmund	Pavlov, Ivan P.	Zimbardo, P.

**TABLE 9**

## NINE-STEP PROCESS

STEP	ACTIVITY
1	Using the transferable skills list, create an effective resume. Have your friends, family and professors review it. You can also use the Jobscan website, <a href="https://www.jobscan.com">jobscan.com</a> , to analyze the effectiveness of your resume.
2	Describe your ideal job and setting. What type of work do you want to do? What kind of company/agency do you want to work for?
3	Create a personal and professional contact list.
4	Identify 45 ideal target companies.
5	Send a letter of introduction to the person you would like to report to in the target company. A letter of introduction has the following elements: a. Introduction, b. Current situation/Goals, c. Unique skill set/talents, d. Forward resume
6	Send resume with cover letter
7	Do follow up phone call
8	Go for interview
9	Send thank you note.

# MEET THE PSYCHOLOGY FACULTY

## The psychology faculty at NJCU are committed to your academic, personal, and professional growth.

All of us are committed to your academic success and many of us take pleasure in mentoring students. Listed below is a brief bio of the full-time psychology faculty. Pay special attention to where we received our degrees, our areas of specialization and research interest. You might want to apply for graduate work in one of our schools or conduct independent research in one of our areas of interest.

### ANDREW GETZFELD

Dr. Getzfeld received his B.A. in Psychology from Vassar College, his M.S.W. from the University of Wisconsin-Madison, and his Ph.D. in School Psychology from the University of Tennessee-Knoxville. Dr. Getzfeld's areas of interest include bulimia nervosa, addictions, abnormal psychology, children and child development, and psychopharmacology. A prolific author, Dr. Getzfeld most recent publications include being co-editor of *Readings in Abnormal Psychology* (2021) and *Abnormal Psychology* (2nd edition), (2018).

### ANSLEY W. LAMAR

Dr. LaMar is a social psychologist who received his doctorate from the Graduate Center of the City Uni-

versity of New York. He served as the chair of the Psychology Department, the director of the Opportunity Scholarship Program and the Dean of the College of Arts and Sciences. In addition to being especially interested in interventions that lead to student success, he is also interested in creating harmonious race relations and intimate relationships.

### JAMES LENNON

Dr. Lennon has a Ph.D. in educational psychology and statistics (SUNY Albany), a Professional Diploma in School Psychology, an M.A. in Child Clinical Psychology, and an Educational Specialist degree in administration. He serves as expert witness in forensic psychology for Supreme, Civil, and Family Courts in the metro-

politan New York area. Prior to joining the faculty at NJCU, he worked as a psychologist and director of clinical services in residential treatment centers for adolescents, a school psychologist, and a school district administrator. He is interested in action research, particularly for academic and behavioral issues in schools.

### JOAN BAILEY

Dr. Bailey graduated from Hunter College of The City University of New York and received a Ph.D. in Social and Personality Psychology from the Graduate School and University Center of the City University of New York. Dr. Bailey has been a textbook reviewer for several publishing houses including Allyn & Bacon, Erlbaum Publishers, and Sage Publications. She was elected to



the National Cancer Institute's Consumer Advocates in Research and Related Activities Program where she has helped to develop accessible patient-education materials. She is also a First Connections Trainer for The Leukemia and Lymphoma Society where she provides patient information and facilitates patient communication with physicians. She has received awards for her work with the Leukemia and Lymphoma Society. Dr. Bailey's major academic interests have focused on Social Cognition, The Social Psychology of Prejudice, Multicultural Issues, Behavioral Genetics and the Neurobiology of Personality, and Adjustment to Chronic Illness.

### **MARIA LYNN**

Dr. Lynn received her Ph.D. in Psychology (Social Psychology) and MSW (Family & Individual Counseling) from St. Louis University, St. Louis, Missouri. She has a B.A. in Economics from Washington University, St. Louis, Missouri. Since joining NJCU in 2002, Dr. Lynn served as Assistant Dean, College of Arts and Sciences, Interim Assistant VP for Academic Affairs, and Co-Chair of the Psychology Department. Her primary research interest is the interaction between teaching pedagogies and personality types on students' academic achievement.

### **PATRICE DOW**

Nelson. Dr. Dow-Nelson attended Old Dominion University, Virginia, and Hunter College of the City University of New York, where she earned a B.A. Psychology. She earned her Ph.D. in Clinical Psychology at the Graduate School and University Center, City University of New York. Dr. Dow-Nelson teaches courses in Abnormal Psychol-

ogy, Psychopathology of Childhood and Adolescence, Advanced Counseling, Field Experience/Internship, and coordinated the Masters in Counseling Program from 2004-2009. Her areas of expertise include coping with chronic medical illness, working with individuals diagnosed with mood disorders, anxiety disorders, and schizophrenia, addressing issues of acculturation, and conflict mediation. Dr. Dow-Nelson is a Licensed Clinical Psychologist, a Certified School Psychologist, and a member of the New Jersey Psychological Association, the Executive Board of the New Jersey Association of Black Psychologists, the Middlesex County Association of Psychologists, and the Eastern Psychological Association.

### **FRANK NASCIMENTO**

Dr. Nascimento graduated from Rutgers University–Newark and New Jersey City University. He received his Psy.D. in School Psychology from Fairleigh Dickinson University. His current areas of interest include resilience of LGBTQ+ bullying, trauma informed care, the role of language development in maladaptive behaviors, and the overrepresentation of minorities in special education programs.

### **PERI YUKSEL**

Dr. Yuksel graduated with a B.A. from John Jay College of Criminal Justice and earned her Ph.D. in Human Development from The Graduate School and University Center of the City University of New York. Her research interests center on endangered language documentation/maintenance and on effective teaching and learning environments that facilitate student success and engagement. Dr. Yuksel published

in the field of psycholinguistics, scholarship of teaching and learning, international education, and served as an expert reviewer on children's books. She finds the classroom setting invigorating and always tries out something new to inspire her students to seek out opportunities for community-engaged learning and student research.

### **WEI ZHANG**

Dr Zhang received her PhD from the City University of New York at the Graduate Center. Her research examines the effects of stress and the neurobiological mechanisms that underpin them, as well as their connections to environmental variables that affect human mood, cognition, and behavior. Dr. Zhang does multidisciplinary research with a focus on neuroscience, epi/genetics, neuropsychology, social media, and health data to aid in scientific inquiry. Dr. Zhang also has extensive expertise with data analysis techniques such as multi-level, longitudinal, and structural equation modeling.

### **WILLIAM WATTENMAKER**

Dr. Wattenmaker's interests are in memory and cognition; memory, brain health, and aging; and memory and law. He is also interested in behavioral neuroscience especially in memory, cognition, and emotional intelligence. Currently he is studying the long-term impacts of the coronavirus on memory. He has published numerous articles on cognition, served on editorial boards and as an expert reviewer on many international memory journals, and received grant funding from the NIH for his research on memory. He received a Ph.D. and M.A. in Cognitive Psychology from the University of Illinois at Champaign Urbana.

# SOME RECOMMENDED READINGS

BY NJCU PSYCHOLOGY FACULTY

As academicians, we enjoy reading. So, I asked each faculty member to recommend a book that they thought an undergraduate should be familiar with. Our recommendations are listed below.

***Blindness*** by Jose Saramago (2008). Recommended by Frank Nascimento. *Blindness* relates the struggle for survival when a city is suddenly struck by a mysterious illness that makes everyone blind.

***Caste: The Origins of Our Discontent*** by Isabel Wilkerson, (2020). Recommended by James Lennon. *Caste* is a frank description of systemic, embedded racism in our society.

***Gifts Differing: Understanding Personality Type*** by Isabel Briggs Myers with Peter Myers (1980). Recommended by Maria Lynn. *Gifts Differing* is a classic that helps the reader understand the most widely used instrument for determining personality type, the Myers-Briggs Type Indicator.

***How Emotions Are Made: The Secret Life of the Brain*** by Lisa Feldman Barrett (2017). Recommended by Peri Yuksel. *How Emotions...* allows you to dive into the secret world of emotions, which are real but are not always telling you what is real. Prof Feldman Barrett is among the top 1% most cited scientists in the globe for her groundbreaking research in psychology and neuroscience. Get ready to question current practices in parenting strategies, public security, the social justice system, and other societal dilemmas of our times.

***How Not to Die: Discover the Foods Scientifically Proven to Prevent and Reverse Disease*** by M. Greger & G. Stone (2016). Recommended by Wei Zhang. *How Not to Die...* is an evidenced-based discussion of how nutritional and lifestyle changes can protect us from the top fifteen causes of premature deaths in America.

***Influence, New and Expanded: The Psychology of Persuasion*** by Robert B. Cialdini (2021). Recommended by Ansley W. LaMar. *Influence...* is an excellent introduction to the science of getting someone to say yes.

**Memory** by E. F. Loftus. Recommended by William Wattenmaker. *Memory* provides insights into how we remember and why we forget.

**Quiet: The Power of Introverts in a World That Can't Stop Talking** by Susan Cain (2012) Recommended by Joan Bailey. *Quiet...* opens our eyes to how we, as a society, fail to appreciate introverts and the contributions they have made.

**Sybil Exposed: the extraordinary story behind the famous multiple-personality case** by Debbie Nathan (2011). Recommended by Andrew Getzfeld. In the 1950s, Sybil Dorsett was believed to have 16 separate personalities. She was diagnosed as having multiple personality disorder. In 1973, Flora Rheta Schreiber wrote about the case in a bestseller titled *Sybil*. In 2011. In *Sybil...* Nathan reveals that the case was an elaborate con.

**The Deepest Well: Healing the Long-Term Effects of Childhood Adversity** by Nadine Burke-Harris (2018). Recommended by Frank Nascimento. *The Deepest Well* is an in-depth and multidisciplinary look at Adverse Childhood Experiences (ACE) and how we can intervene.

**The Language Instinct** by Steven Pinker (1994). Recommended by Peri Yuksel. *The Language...* is a must for any advanced reader and language enthusiast curious to learn about the nature-nurture debate on language acquisition and development. Find out more about Pinker's position on how the human brain is hardwired for language learning and change.

**The Picture of Dorian Gray** by Oscar Wilde (1890). Recommended by Andrew Getzfeld. In *...Dorian Gray*, the protagonist, Dorian, sells his soul to ensure that his portrait, rather than he, will age. He gets his wish. Dorian maintains his age and beauty, while his portrait ages and records all his sins.

**Thinking, Fast and Slow** by Daniel Kahneman (2011). Recommended by Joan Bailey. *Thinking...* makes us aware of the two ways that we process information, why we make dumb mistakes and why our predictions are often wrong.

**You Are Here: Discovering the Magic of the Present Moment** by Thich Nhat Hanh (2010). Recommended by Patrice Dow-Nelson. In *You Are Here*, Thich Nhat Hanh—Zen monk, author, and meditation master—distills the essence of Buddhist thought and practice, emphasizing the power of mindfulness to transform our lives.

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