

Graduate Study in

Psychology

Wayne State University

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the department of psychology at wayne state

This brochure is designed to provide an introduction to the Psychology Department of Wayne State University. We hope that it will supply answers to some of the questions you may have about our graduate programs and about Wayne State University. Our department has a very vigorous and dedicated faculty, with wide-ranging interests and activities in almost all areas of modern psychology. The remainder of this booklet will provide you with more detailed information about our faculty, programs, research opportunities, financial support, University and community resources, housing, etc. In this introduction I would simply like to point out a few of the features of the Psychology Department which make it an attractive place for faculty members and graduate students to work.

While located in a large metropolitan area, the Psychology Department at Wayne State University has maintained an effective sense of cohesiveness among its faculty and graduate students. At Wayne, graduate education is much more than coursework: It is also the small seminar, the "Brown Bag" discussion group, the informal get-together, the intense collaboration of student and faculty member on a research project of great interest to both, etc. Students and faculty work together, and much of the educational process is informal. Our goal is to make the Psychology Department a learning community for all of us.

In addition to our departmental programs and activities, the Psychology Department has effective relationships with a number of other programs in the University, as well as a variety of outside agencies and organizations. We maintain close working relationships with Wayne's Institute of Gerontology; Medical School programs in the clinical and basic medical sciences; research and clinical programs at Henry Ford Hospital, Harper Hospital, Children's Hospital of Michigan, Lafayette Clinic; research ties with the Detroit Zoological Park; plus training and research programs in collaboration with a variety of public and governmental agencies as well as major industrial firms in the area. This year alone, our graduate students are taking advantage of training and research opportunities in at least 25 different off-campus settings. This feature has become one of the hallmarks of our graduate psychology program at Wayne State University.

In addition, several recent developments have aroused considerable enthusiasm among our faculty and students. The Laboratory Computer Network involves a major commitment to using on-site micro-processor technology. The Departments of Psychology and Chemistry have received a joint National Science Foundation grant which has enabled us to establish an exciting new facility involving our own computer with extensive peripheral devices linked to minicomputers which control "on line"

research. In a different vein, our participation in the Interdisciplinary Neurosciences Program has gained much momentum in the past year. Students with interests in the neurosciences take part in this program with faculty and students from such other programs as physiology, pharmacology, neurology, anatomy and biochemistry. Some other recent additions to the department include the Alcohol Research Center, Neuropsychology Laboratory, Psychopharmacology Laboratory and the Behavioral Neurochemistry Lab. Finally, we have initiated new training programs for postdoctoral fellows in life-span developmental psychology and in cognitive psychology.

I hope that after reading this brochure you will have a better idea of the outstanding opportunities available in Wayne State University's graduate program. If any questions come to mind please feel free to write directly to me or to any member of our faculty.

Sheldon Alexander
Professor and Chairman

clinical psychology

Clinical Psychology at Wayne State is an American Psychological Association-approved program leading to the Ph.D. degree. The program is designed to develop highly skilled psychologists who are capable of providing a broad range of professional services, are able to teach effectively and who can contribute to the scientific development of the field. Graduates are prepared for positions of leadership and innovation in dealing with clinical problems within the individual and within the community.

Students receive training in general psychology, personality, psychopathology, psychological assessment, and therapeutic interventions, and they are expected to develop a specialized area of interest for service and research built upon this basic curriculum. The urban setting of WSU has fostered the development of practicum and research facilities in a large number of different clinical settings. Listed below are some of the areas of specialization:

Clinical neuropsychology

Community psychology

Therapeutic interventions and research in therapy

Child-clinical psychology

Psychology of alcohol abuse and alcoholism

Behavioral Medicine and Health Psychology

Our program currently offers clinical and didactic training in many areas, including preschool intervention, crisis intervention, substance abuse, schizophrenia, neuropsychology, behavior disorders of childhood, and behavior modification. We are furthering our community interaction by adding more training in community psychology, racial and cultural factors in mental health, problems of aging, pain, retardation, drug abuse, and group methods.

All students acquire research competence by completing Master's Thesis Research and Direction and Doctoral Dissertation Research and Direction. Additionally, many students serve as research assistants and involve themselves in research programs in the various field settings.

The required field work falls into two parts: a practicum which consists of approximately ten hours of work each week in an appropriate clinical agency during two semesters, and an internship, equivalent to a year's full-time work, under appropriate supervision in an approved agency.

Listed below are courses offered by the Department. Others are available in other departments.

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- Psychological assessment I, II
- Practicum in clinical procedures
- Ethical issues in clinical psychology
- Theory of personality
- Psychopathology
- Clinical neuropsychology
- Advanced clinical neuropsychology
- Experimental psychodynamics I, II
- Therapeutic interventions I, II
- Therapeutic interventions practicum
- Community psychology theory and practice
- Childhood psychopathology
- Topics in child neuropsychology
- Therapeutic interventions with children and families
- Hypnosis: Theory and application
- Clinical management of pain
- Alcohol use and abuse: Theoretical and empirical foundations
- Human Sexuality
- Clinical biofeedback
-

Faculty

Kenneth Davidson, Ph.D. (Univ. of Michigan)
Anxiety in children; parent-child interaction;
child-teacher interaction

LaMaurice Gardner, Ph.D. (Loyola Univ.)
Community psychology; stress research;
racial and cultural factors in mental health
practice

Alan Glaros, Ph.D. (SUNY, Stony Brook)
Psychophysiological disorders; biofeedback;
behavioral medicine

Mark S. Goldman, Ph.D. (Rutgers Univ.)
Psychological treatment techniques;
alcoholism; psychophysiology

Michael M. Reece, Ph.D. (New York Univ.)
Nonverbal communication in psychotherapy;
relation of sexuality and psychopathology

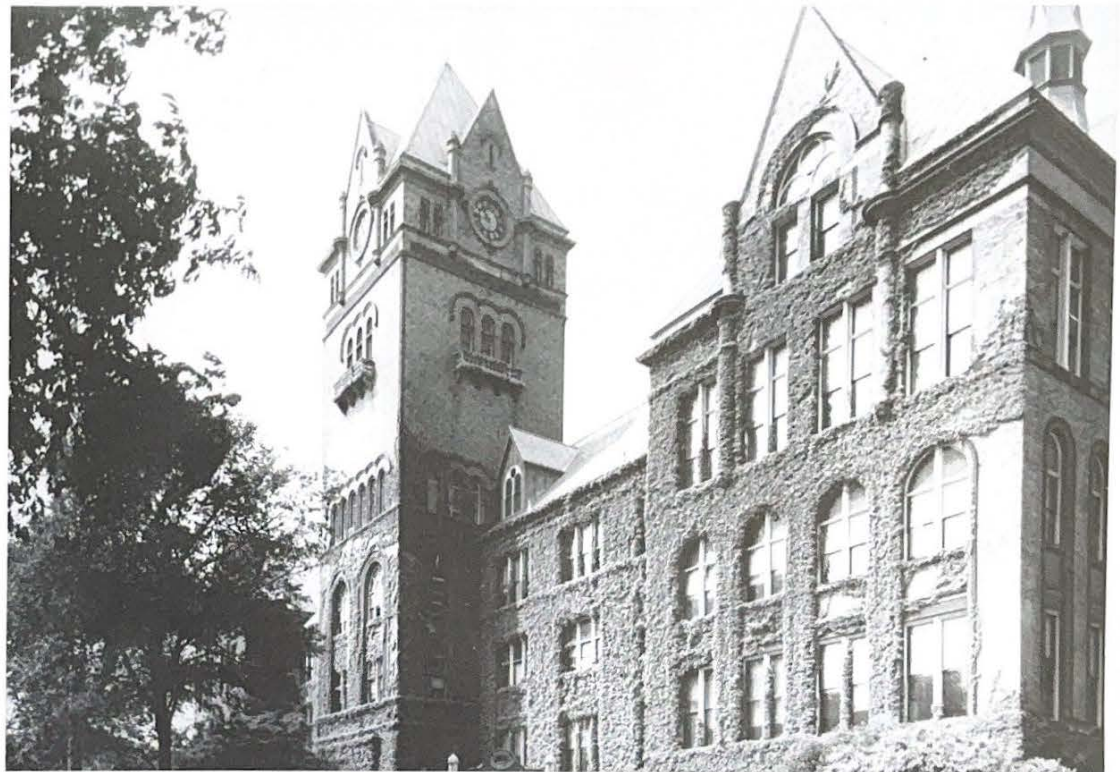
Annette U. Rickel, Ph.D. (Univ. of Michigan)
Child-clinical; community psychology;
psychology of women

Gerald Rosenbaum, Ph.D. (State Univ. of Iowa)
Schizophrenia; behavior modification theory;
anxiety mechanisms

Douglas K. Snyder, Ph.D. (Univ. of North
Carolina at Chapel Hill)
Clinical measurement; theory of test
construction; multidimensional assessment
and treatment of marital satisfaction

John E. Teahan, Ph.D. (Michigan State Univ.)
Psychotherapy; psychodiagnostics;
psychology of police performance

R. Douglas Whitman, Ph.D. (Brandeis Univ.)
Mental retardation; experimental
psychopathology; biology of mental disorders



Old Main

cognitive processes

The program in Cognitive Processes emphasizes both cognitive theory and its applications to applied problems. The basic theoretical research has focused on the areas of human learning and memory, concept development in children, psycholinguistics, and reading. Active research programs involving faculty and graduate students are presently underway in concept formation, learning disabilities, psycholinguistics, psychogerontology, semantic memory, perception, and reading comprehension. Applied research has focused on three interrelated sets of issues: 1) processing strategies for learning and memory, 2) language development, and 3) reading as an information processing task.

Our approach to cognitive processes is an interdisciplinary one. The research faculty includes faculty from other areas of Psychology, Neuropsychology, the Learning Disabilities program in the College of Education, and the Neurology and Audiology Departments in the School of Medicine.

In keeping with our basic tenet that training must involve both the theoretical and the applied, all students in the program spend at least one semester in a field practicum, chosen jointly by the student and his/her adviser. Settings in the past have included learning disability classes in the Detroit schools, learning disabilities clinics at local hospitals, and the Bell Research Laboratories

at Murray Hill, New Jersey.

Laboratory facilities include a laboratory computer network, (LCN) which provides capabilities for computer controlled experiments and on-line data analysis. The LCN is presently being used for research in learning, memory, psycholinguistics, and processes in reading.

Courses offered by the department are listed below. Students frequently take courses offered in related areas such as linguistics, special education, neuropsychology, and computer science.

- Higher mental processes
- Human information processing
- Perception and its issues
- Theories of learning
- Conceptual behavior
- Psychology of language
- Psycholinguistics
- Human learning
- Seminar in applied cognitive processes
- Processes in reading and reading disabilities

Faculty

Joel Ager, Ph.D. (Syracuse Univ.)
Mathematical structure of belief systems; probabilistic structure of concepts; measurement

Linda Sala, Ph.D. (Univ. of Colorado)
Reading comprehension and reading disability, human learning and memory, attention

Eli Saltz, Ph.D. (Univ. of Iowa)

Cognitive development; human learning and memory; acquisition of natural language concepts; role of fantasy play in intellectual development

Charles M. Solley, Ph.D. (Univ. of Illinois)

Probabilistic structure of concepts; space-time distribution of attention; perception

Michael K. Tanenhaus, Ph.D. (Columbia Univ.)

Psycholinguistics; semantic memory

Other Participating Faculty

Psychology

Carolyn A. Shantz, Ph.D. (Purdue Univ.)

Cognitive development in children, social perception

R. Douglas Whitman, Ph.D. (Brandeis Univ.)

Neuropsychology, reading disabilities

Education

Thomas M. Buescher, Ph.D. (Wayne State Univ.)

Learning disabilities

English

Gregory Carlson, Ph.D. (Univ. of Massachusetts)

Formal semantics, Montague grammar, language development

Medicine

Doris Allen, Ph.D. (Wayne State Univ.)

Audiology, language development

David Benjamins, M.D. (Wayne State Univ.)

Neurological factors in cognitive functioning, reading

developmental psychology

The graduate program in developmental psychology has a life-span perspective. It was one of the first and is still one of the few programs in the country in which life-span development serves as the primary integrating focus for graduate training. Research training is focused upon two basic areas. First, cognitive development throughout the life-span. Here emphasis is upon the interrelationships among the social, environmental, and intellectual aspects of cognitive development. Second, the adaptation of traditional ethological methods to a wide range of problems, ranging from parent-child interactions in playground settings to the attempts of older adults to cope with both familiar and novel environments.

The program is designed to prepare students for work in both academic and field settings. All students participate in a field practicum program, and research training includes applied as well as traditional laboratory methods. Human development courses focus on both chronological segments of the life-span (infancy, childhood, adolescence, adulthood, and old age) and specific topics (linguistic, cognitive, social, personality, biological and cross-generational development). The program is closely affiliated with the Institute of Gerontology, and many life-span developmental students also get a certificate in gerontology. This variety of educational opportunities allows graduate training to be individually tailored to each student's talents and interests.

We are especially eager to admit students with a strong background in general

psychology, but whose interests go beyond the traditional bounds of academic psychology to such areas as biology and philosophy. The interdisciplinary flavor of the program is partly a reflection of the integrative role which developmental psychology is beginning to play for the field of psychology as a whole. It also reflects the diverse backgrounds and interests of the developmental faculty itself.

Our post-doctoral research training program is designed to train research specialists in two areas: changes in cognitive functioning and human ethology.

Listed below are the graduate courses in Developmental Psychology currently offered by the Department.

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- Introduction to life-span developmental psychology
- Early human development
- Psychological problems in development in childhood
- Developmental psychology of adolescence
- Psychological development in the adult years
- Developmental psychology of later life
- Developmental psychology of death, dying and lethal behavior
- Development of intelligence
- Psychology of language development
- Psychology of social development
- Seminars: Current issues in developmental psychology
- Research strategies for developmental psychology
- Laboratory in ethological methods
- Field Practicum in developmental psychology

Faculty

Sandor B. Brent, Ph.D. (Clark Univ.)

Theoretical models for the development of psychological structures & their functions.

Ira J. Firestone, Ph.D. (New York Univ.)

Effect of environment contexts on development; development of social relationships and privacy

Joseph M. Fitzgerald, Ph.D. (West Va. Univ.)

Process and content of person perception across the life-span; development of autobiographical memory and the use of naturalistic data collection strategies for the study of memory development

Joseph L. Jacobson, Ph.D. (Harvard Univ.)

Cognitive, developmental and ethological approaches to social development in infancy; effects of environmental toxins on infant behavior and development

Gisela Labouvie-Vief, Ph.D. (West Va. Univ.)

Cognitive processes in middle and late adulthood; alternative models for conceptualizing cognitive change in adulthood

Carolyn U. Shantz, Ph.D. (Purdue Univ.)

Cognitive development and social cognition in children; interpersonal conflict in children's play

Laurence Stettner, Ph.D. (Stanford Univ.)

Imprinting, social structure, and communication in animals; observational techniques and ethological concepts to evaluate and describe level of functioning of pre-school children

Glenn E. Weisfeld, Ph.D. (Univ. of Chicago)

Social development, especially aggression and dominance, from an ethological perspective

industrial/organizational psychology

The Industrial Organizational program provides formal course work and supervised research experience in industry designed to develop a Ph.D. well versed in the theory and practice of industrial organizational psychology, as well as with practical experience in carrying out research in the industrial-business-government arena.

Course work provides breadth of exposure toward all aspects of industrial organizational psychology as well as in related and supportive areas of psychology and cognate disciplines. Development of specialization within the field compatible with the students' interests is achieved through choice of both M.A. and Ph.D. research topics and judicious selection of minors and cognates. Popular minors include Measurement, Social Psychology and Clinical Psychology. Frequently chosen cognates include Personnel Management, Computer Science, Industrial Engineering, Mathematical Statistics and Labor Economics.

Internships:

Grants from local industry provide most graduate students in our program with the opportunity for a one year, half-time, paid research internship in a local industrial organization. Work is supervised by both company professionals and members of the I/O faculty. Typical experience involves the development of a research design (within broad problem areas specified by the cooperating companies); presentation to relevant management personnel; data collection and analysis; preparation of both written and oral reports of findings to the company. More formal analyses and write up often results in meeting M.A. and/or Ph.D. research requirements.

Listed below are courses offered by the Department. Others are available in other departments.

Research methods in industrial organizational psychology
Criterion development and performance appraisal
Theory and research in selection and placement
Psychological analysis of organizations
Psychology of leadership in formal organizations
Motivation in the world of work
Organizational change and development

Psychology of union management relations
Psychology of human performance
Current topic seminars

Faculty

Alan R. Bass, Ph.D. (Univ. of Illinois; Fellow, Division 14)

Performance evaluation; testing; measurement

Andres Inn, Ph.D. (Univ. of Illinois)

Organizational model building; statistical analysis; measurement

Cary M. Lichtman, Ph.D. (SUNY at Buffalo)

Organizational theory; organizational change and development; consumer psychology

Hjalmar Rosen, Ph.D. (Univ. of Minnesota; Fellow, Division 14)

Industrial motivation; organizational leadership; sex roles and work

Ross Stagner, Ph.D. (Univ. of Wisconsin; Fellow, Division 14) Professor Emeritus

Union-management relations; gerontology; personality

Jeffrey T. Walsh, Ph.D. (Univ. of Michigan)

Organization Design and Change; Union-Management Relations

social psychology

Social Psychology is oriented toward theory, research and practice in human relations. As such, it attempts to provide diverse educational experiences that will prepare students for a number of possible professional positions, including teaching, research and applied social psychology. Research and the application of social psychology methodologies to evaluation of interpersonal processes and products often is carried out in applied settings at family, community and governmental levels. Off-campus internships also provide skills needed for transition from formal training to the development of skills needed by research practioners in diagnosis, intervention and solution of actual social problems.

Research experience and skills are emphasized throughout the training, and begin in the first year when each student is assigned to carry out research with a faculty member in an area of mutual interest. Such training focuses in three areas: attitudes, cognition and attribution; group processes and leadership techniques; personality dynamics, interpersonal relationships and the environment.

Listed below are courses offered by the Department. Others are available in other departments.

-
- Theories of social psychology
- Laboratory research in social psychology
- Small group processes
- Group intervention
- Attitudes and cognition
- Attribution processes
- Personality dynamics in interpersonal processes
- Interpersonal processes and the environment
- Field research in social psychology
- Social psychology practicum
- Seminar in advanced topics in social psychology

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Faculty

Sheldon Alexander, Ph.D. (Univ. of Rochester)
Communication processes; human motivation; organizational behavior

Lynn R. Anderson, Ph.D. (Univ. of Illinois)
Small group processes; leadership; organizational behavior; cross-cultural analysis of personality

Ira Firestone, Ph.D. (New York Univ.)
Development of interpersonal relations; distancing in communications; environmental influences on social behavior

Kalman J. Kaplan, Ph.D. (Univ. of Illinois)
Development of individuation and attachment in relationships; resolution of attitudinal

ambivalence in families; culture and personality; the attainment of responsibility and responsivity in men and women; personality dynamics and interpersonal processes

Gerald S. Leventhal, Ph.D. (Duke Univ.)
Justice in social relationships; organizational behavior; family dynamics

Sheldon Levy, Ph.D. (Univ. of Michigan)
Authoritarianism and support of democratic institutions; mass media and attitudes; intergroup conflict; content analysis

Alida Quick, Ph.D. (Michigan State Univ.)
Environmental influences; prejudice and racism; Black psychology; psychology of women

Ross Stagner, Ph.D. (Univ. of Wisconsin)
Professor Emeritus
Union-management relations; political psychology; personality; and authoritarianism

interarea opportunities

While students major in one of six areas of concentration (Biopsychology, Clinical, Cognitive Processes, Developmental, Industrial/Organizational or Social), they often are interested in coursework and research which cuts across several areas. In order to facilitate this, and to give a certain degree of focus, additional groupings of faculty and students have developed. Listed below are some of these working groups.

community psychology

Community psychology has a conceptual focus on research, theory construction, and the delivery of human services within various community settings. It is concerned with the individual's interactions with various familial, cultural, geographical and ecological settings. It therefore contributes to substantive areas of concentration by serving to set research and professional skills in meaningful contexts. It also serves as a bridge between various areas and as a means for extending research programs in a realistic direction.

Students in several areas of concentration, particularly in clinical, social, and developmental, take courses in Community Psychology, and research is carried out in community settings.

Listed below are courses offered by the Department. Others are available in other departments.

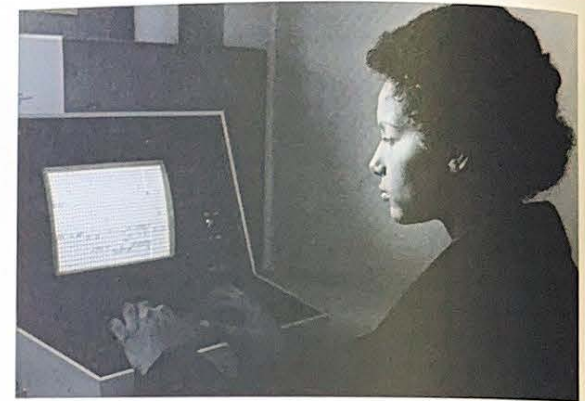
- Community psychology
Seminar in applied and interdisciplinary social psychology
Program evaluation: Theory and practice
Field practicum in developmental psychology
Social conflict and social change

Faculty

- **LaMaurice Gardner, Ph.D.** (Loyola Univ.)
Racial and cultural factors in mental health practice
- Gerald Leventhal, Ph.D.** (Duke Univ.)
Equity theory; family dynamics; organizational behavior
- Cary M. Lichtman, Ph.D.** (SUNY at Buffalo)
Organizational change; program evaluation
- Harriet G. McCombs, Ph.D.** (Univ. of Nebraska at Lincoln)
Program evaluation; community psychology
- Annette Rickel, Ph.D.** (Univ. of Michigan)
Pre-school evaluation and remediation
- John Teahan, Ph.D.** (Michigan State Univ.)
Police performance; dealing with attitudes

evaluation research

Evaluation Research provides training in both the theoretical and applied



aspects of this area. Appropriate course work includes field and survey research methods, and theories and methods in evaluation. In addition the student is involved in an ongoing evaluation project through practicum experience.

Students in several areas of concentration, particularly social, clinical, developmental, and industrial/organizational work in Evaluation Research.

Listed below are courses offered by the Department. Others are available in other departments.

- Program Evaluation: Theory
Program Evaluation: Methods
Quantitative methods I, II
Multivariate methods
Use of computers in psychological research
Research methods in industrial criterion development
Field methods in social psychology
Research seminar in social psychology

Faculty

Joel W. Ager, Ph.D. (Syracuse Univ.)

Research design; health research

Alan R. Bass, Ph.D. (Univ. of Illinois)

Criterion development; performance evaluation

Sheldon G. Levy, Ph.D. (Univ. of Michigan)

Political attitudes; content analysis; attitude measurement

Cary M. Lichtman, Ph.D. (SUNY at Buffalo)

Organizational change

Harriet G. McCombs, Ph.D. (Univ. of Nebraska at Lincoln)

Program evaluation; community psychology

quantitative methods

Emphasis is on application of statistical and measurement techniques to the wide variety of research problems encountered in the various areas of concentration. In addition to the two-course statistics-measurement sequence required of all doctoral students, students electing to take further work in the quantitative area have a wide selection of advanced courses from which to choose. Many students also supplement their quantitative program with courses in data processing from the Computer Science Department and/or with courses in Mathematics.

Listed below are courses offered by the Department. Others are available in other departments.

•
Multivariate analysis in psychology
Advanced experimental design
Program evaluation: Theory and practice
Seminar in psychological measurement and statistics

Introduction to mathematical psychology
Psychophysical and scaling methods

Faculty

Joel W. Ager, Ph.D. (Syracuse Univ.)

Research design; rank order statistics

Alan R. Bass, Ph.D. (Univ. of Illinois)

Criterion development; measurement

Andres Inn, Ph.D. (Univ. of Illinois)

Model construction; multivariate methods

Sheldon G. Levy, Ph.D. (Univ. of Michigan)

Content analysis

Harriet G. McCombs, Ph.D. (Univ. of Nebraska at Lincoln)

Program evaluation techniques

human ethology

A number of faculty share an interest in ethological approaches to human behavior. They meet biweekly with interested

students to exchange information about developments in the field and to discuss ongoing research, conceptual and methodological issues pertaining to behavioral observation and theoretical issues raised by an evolutionary approach to human behavior. Faculty and students from Biopsychology, Developmental Psychology and Social Psychology typically participate in these meetings.

Faculty

Joseph L. Jacobson, Ph.D. (Harvard Univ.)

Cognitive, developmental and ethological approaches to social development in infancy; effects of environmental toxins on infant behavior and development

Ira Firestone, Ph.D. (New York Univ.)

Development of interpersonal relations; distancing in communications; environmental influences on social behavior

Laurence Stettner, Ph.D. (Stanford Univ.)

Methodology of behavioral observation; description and analysis of facial expression of emotion

Glenn E. Weisfeld, Ph.D. (Univ. of Chicago)

Social development, especially aggression and dominance from an ethological perspective

research and professional training facilities

There are many research and professional training facilities, both on- and off-campus. Virtually all students function in a variety of such settings.

on-campus facilities

Animal Research Laboratory. Housing for colonies of several species, together with testing rooms, histology rooms, surgery, shielded recording facilities, library, and electronic and woodworking shops. Graduate students in the Biopsychology area also have their desks immediately adjacent to the laboratory.

Auditory Research Laboratory. Two soundproof rooms with complete sound generating, control, and programming equipment. Adjacent shop.

Psychophysiological Laboratory. Research complex contains programming and psychophysiological equipment for research in biofeedback and psychophysiology, including studies on EEG alpha waves, eye movements, and the usual physiological indices. A sound proof chamber is used in sleep research, and a 3-channel programmable tachistoscope is used for research in perception, laterality, and information processing.

Neurochemistry Laboratory. Research in behavioral neurochemistry, presently centered on changes in brain metabolism that occur during brief training experiences. Techniques available include subcellular tissue fractionation, polyacrylamide gel electrophoresis and autoradiography.



Center for the Study of Cognitive Processes.

The Center is active in interdisciplinary research and study on various aspects of cognitive processes. In addition to other research, the Center is currently involved in focusing on research concerning the disorders of the learning process that result in reading disabilities.

Laboratory Computer Network. Provides extensive facilities for real-time computer control experimentation in areas of human learning, memory and psycholinguistics. The Network consists of a host computer used for software development and data analysis and microcomputers for use in interactive experiments.

Small Group Processes and Simulation Laboratories. Two separate laboratories for the study of small group interaction, group leadership and intergroup relations. In all, there are 11 rooms with TV cameras, TV screens, audio pick-up, and speakers. There are master control rooms for monitoring and recording. A classroom adjacent to one of the laboratories is used for training in group dynamics and group intervention processes.

The Psychology Clinic. The Clinic serves for training and research purposes. Students assess clients here under supervision, and those in the advanced psychotherapy program see their clients here while receiving intensive supervision. Additionally, several types of therapy are conducted regularly by consultants and staff, and such treatment sessions can be monitored by students on closed circuit TV systems. Students also attend advanced case conferences. The Clinic also conducts specialized treatment programs

involving a pain clinic, alcohol abuse, preschool remediation, weight control, and assertiveness training. Programs of research are focused on most of these areas.

University Health Center/Detroit Receiving Hospital. Students and faculty provide psychological consultation and treatment assistance, working with out-patients and medical staff from the departments of Family Medicine, Internal Medicine, Neurology, Pediatrics, and others.

Family and Consumer Resources Infant Laboratory and Preschool. Provides a setting for developmental research and professional experience. Students work both with Departmental faculty and with other professionals at the University.

Institute of Gerontology. An interdepartmental research institute. The Institute provides an excellent opportunity for carrying out interdisciplinary research focused on the aging.

Center for Black Studies. An interdisciplinary research unit which seeks to provide a Black perspective on problems affecting minority communities. Current research of special interest to psychologists includes such areas as drug abuse, national and international political attitudes, racial and sexual identity, and sociolinguistics.

Center for Urban Studies. The Center for Urban Studies is an interdisciplinary research unit focusing upon urban problems such as criminal justice, child care, drug use, and related topics.

Criminal Justice Program. While primarily an educational program in the area of criminal



justice, the staff connections open up many opportunities for research by students.

off-campus facilities

An advantage of Wayne State University's location is the broad spectrum of off-campus research and professional training opportunities that can be utilized. They serve in a very valuable way to complement university facilities, and a majority of the students do carry out research or receive professional training in one or more facilities. It is not possible to describe all the facilities, but a representative sample is listed below.

Lafayette Clinic. A 144 bed psychiatric institute supported by the state for research as well as treatment functions. Has several research laboratories, including those for

research and professional training facilities

research on sleep and neuropsychology.

Harper Hospital. Students have been placed on Neurology, Psychiatry and Alcoholism Units to receive training in appropriate inpatient programs.

Michigan Epilepsy Center. Diagnosis and research with children and adults.

Salvation Army Harbor Light. Treatment and research on alcoholism.

V.A. Hospitals: Allen Park and Ann Arbor. Psychodiagnostics, psychotherapy, and alcohol clinic.

Henry Ford Hospital. A variety of settings for research and training. Clinical, Developmental and Experimental students find placement in the various clinical and laboratory settings. Has an excellent Neuropsychology program.

Merrill-Palmer Institute. Excellent viewing facilities for the study of young children, both individually and in groups. An excellent library in child development and family life is available.

The Detroit Public Schools. Together with a number of suburban school systems, students are provided research opportunities. Additionally, there is an active pre-school screening, diagnosis, and intervention program being carried on with the cooperation of the Detroit Public Schools for young children and their families.

The Detroit Zoo. Several animal groups can be observed. Research on social behavior, parent-offspring interactions and behavioral development is carried on throughout the year. Both live observations and video-tape recordings are used.

Burroughs Corporation, Michigan Bell Telephone Company. These business organizations support internships for advanced Industrial/Organizational students. Focus is primarily on research. Thesis/dissertation projects often are carried out at these companies.

Detroit City Planning Commission, Michigan Health and Social Services Research Institute, the Wayne County Jail, the Detroit Metropolitan Red Cross and the Probation Office. Provide social psychology internships. Students carry out research and are involved in a wide range of activities at these and other facilities.

research program support

Animal Caretaking

The University's Division of Laboratory Animal Resources provides veterinarian services for routine inspections and the care of research animals. Trained technicians care for the animals. This Department also provides conditioned animals as required.

Computing Facilities

The Wayne State University Computing Services Center is an especially versatile and user-oriented computation facility emphasizing interactivity. The

University has two powerful state-of-the-art Amdahl 470 V/6 central processing units. These unique configurations, each with a capacity of eight megabytes (8,000,000 bytes) of high speed memory, allows the Amdahl processors to carry on extensive "number crunching," while the 360/67 duplex processor is controlling as many as several hundred interactive terminals distributed around the campus.

In making a major commitment to planned expansion of computerization utilizing on-site microprocessor technology, the Departments of Chemistry and Psychology have received a joint National Science Foundation/Research Initiation and Support Grant to establish a Laboratory Computer Network. This facility comprises a complete hierarchy of computers and encompasses microprocessors communicating to a new medium-sized computer (with extensive high-speed peripherals) which in turn, will communicate at high speed to the University's central computer. The LCN facility has a full time computer engineer available to faculty and students.

Storeroom and Shop Facilities

The Storeroom in Science Hall maintains a \$250,000 inventory of glassware, chemicals, and expendable supplies.

Shop facilities include a well-equipped machine shop, an electronics and instrumental shop, and a glassblowing shop. All shops are staffed by qualified professionals who are available to assist in the design and to construct and repair equipment needed for graduate research projects.

financial assistance / program graduates

financial assistance

The Department can provide financial support to all graduate students it accepts.

Listed below are various types of support available:

Research assistantships. These are supported by a variety of research grants to faculty. The minimum stipend for the 9 month academic year was \$4000 in 1980-81, with a higher stipend for students with additional experience. Research Assistants are also awarded tuition (12 credits) and free medical insurance.

Teaching assistantships. This support is provided to students engaged in teaching activities. The minimum stipend for the 9 month academic year was \$4000 in 1980-81, with a higher stipend for students with additional experience. Teaching Assistants are also awarded tuition (12 credits) and free medical insurance.

University Graduate Fellowships. These are awarded on the basis of academic record and recommendations. Many Psychology graduate students have been awarded such fellowships in past years. In 1980-81, University Fellows received a \$4500 stipend for the 9 month academic year plus tuition and free medical insurance. In addition, they received a housing allowance for University housing and an allowance for dependent children.

Industrial/Organizational Internships. Available to advanced Industrial/Organizational students. Include stipend and tuition. Students have an opportunity to obtain experience in business/industrial settings.

Clinical Internships. Available to advanced Clinical students. Include stipend and tuition.

NIMH — PHS Traineeships. The Department has been awarded traineeship support from NIMH in the following areas: Clinical, Cognitive Processes, Developmental, and Social. In 1980-81 these Traineeships provided stipends ranging from \$3780 (9 months) to \$5040 (12 months), plus tuition.

NIAAA — PHS Traineeships. The Department has been awarded traineeships by the National Institute of Alcoholism and Alcohol Abuse for support of students interested in this area of training and research. In 1980-81 these Traineeships provided stipends ranging from \$3780 (9 months) to \$5040 (12 months); plus tuition.

In addition to the above types of financial support, many advanced clinical students are placed in mental health facilities in the area. These placements provide a stipend and tuition coverage.

Housing allowances in the University apartments are also available.

program graduates

The Wayne State University Department of Psychology has attracted a number of outstanding graduate students from all over the world. While the Department has only been granting the Ph.D. for about 20 years, many of its graduates have already established themselves as important scientists in major Universities and Institutes, (e.g. the University of California, University of

Chicago, University of Illinois, University of Michigan, Michigan State University, University of Texas, University of Wisconsin, and many others).

An examination of the placement of our Ph.D.'s by general area is informative. In the basic theoretical areas (Biopsychology, Cognitive Processes, Developmental, and Social Psychology), of the approximately 100 Ph.D.'s granted, about 40 have positions in universities granting graduate degrees, approximately 35 have positions in four-year colleges, about 20 have positions in research institutes, while 5 work as psychologists for government.

In Clinical Psychology, of about 125 Ph.D.'s granted, approximately 15 have positions in universities granting graduate degrees, 7 in four-year colleges, 90 have positions in clinics or hospital settings, and 15 are in private practice.

In Industrial Psychology, of about 50 Ph.D.'s, 10 have positions in universities granting graduate degrees, 13 in four-year colleges, 20 work as psychologists for industrial corporations, and 5 have positions in industrial consulting firms.

campus living



16 The Helen DeRoy Apartments

Campus Safety

The 180-acre Wayne State University campus and the surrounding area represent one of the safest spots in the state of Michigan. And it is one of the safest campuses of any large university in the country.

Much of the credit goes to Wayne State University's Public Safety Department, a highly trained unit of 47 officers who patrol the campus and surrounding area 24 hours a day. Each officer must have at least a baccalaureate degree, must complete the Detroit Police Academy training course, and must undergo continuous on-the-job training. They are commissioned by the City of Detroit and are among the most professional to be found anywhere.

Detroit Police Executive Deputy Chief James Bannon, who earned three degrees at Wayne State, observes: "I feel very strongly about this area; it's one of the safest in Detroit. It's also one of the best lighted areas, which seems to give people a perception of safety."

But safety at Wayne State is more than just perception, it is a hard fact. The latest annual FBI statistics show that serious crime in the vicinity of Wayne State's campus is less than one-third that for the entire state of Michigan.

Graduate Housing

The University currently operates eight housing facilities, with three of them limited to graduate students and faculty. Early

application is advisable as there is usually a waiting list for University Housing.

The most economical of the graduate facilities is Faville Hall, with furnished, double-occupancy apartments. The DeRoy Apartment Tower has modern efficiencies, one-bedroom and two bedroom apartments. This roomy building is fully carpeted and air-conditioned and apartments are available either as furnished or unfurnished units. Chatsworth Towers, the third graduate facility, often has a long waiting list. In addition, graduate students live at the Forest Apartments, a modern ten-story building similar to the DeRoy Apartments, and occasionally at the Santa Fe and Sherbrooke Apartments and the Chatsworth Annex.

These buildings are maintained by University personnel and provide convenient, secure housing directly on the main campus. Some housing subsidies are available for qualified graduate students. (For information regarding subsidies write Dr. Eli Saltz, Department of Psychology.)

Housing is also available in a number of privately owned apartments near the campus. In addition, the convenient location of the University near the four major metropolitan expressways provides easy access to other residential areas in the city or surrounding suburbs for those who wish to live near the off-campus employment of wives or husbands, or to enjoy suburban living.

Opportunities for Spouses

Students whose husbands or wives are interested in employment will find a

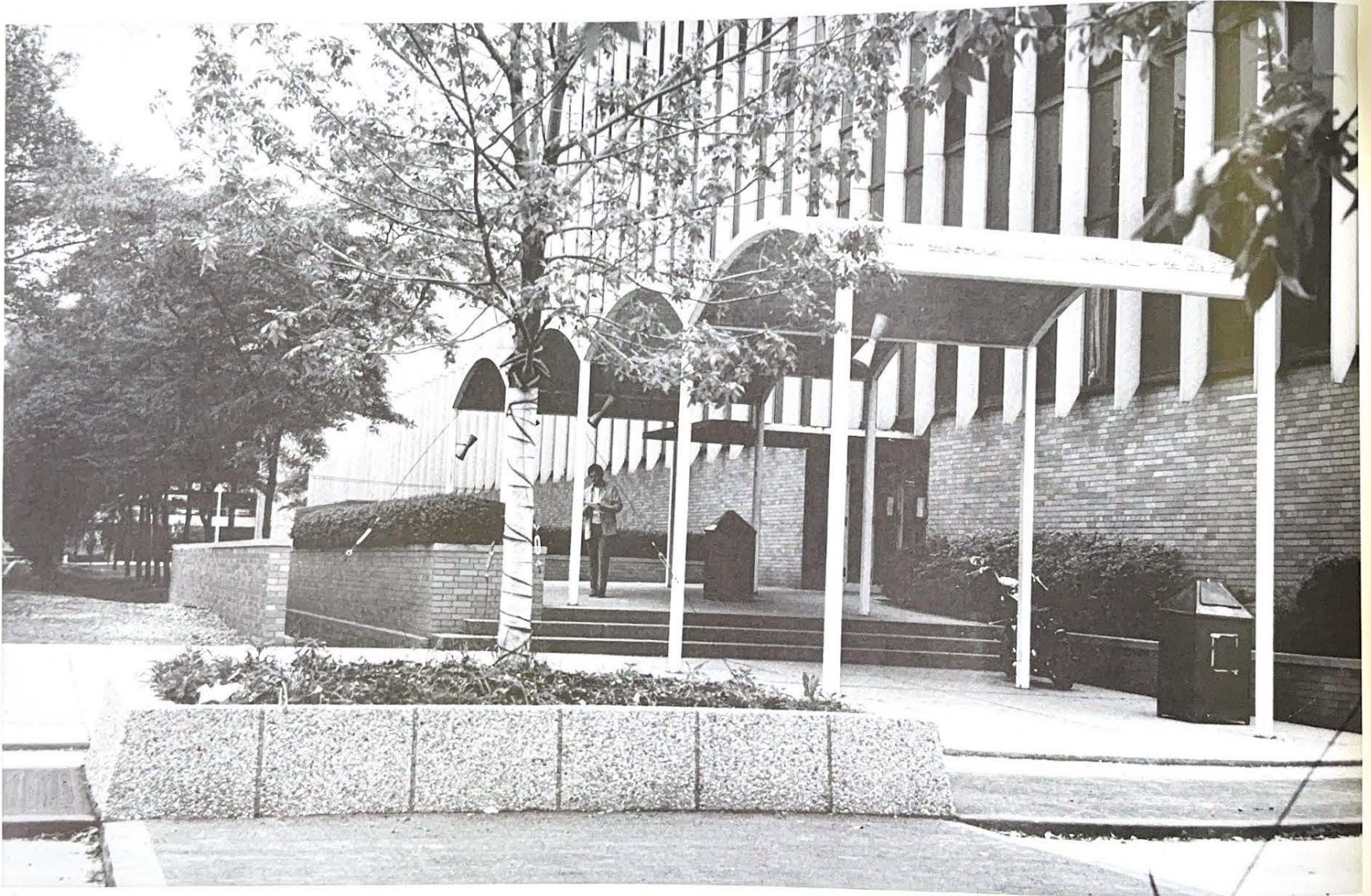
variety of job opportunities in the Detroit area. Unlike smaller college towns where student spouses represent a surplus of talent, the University is not the major employer available; thus, wages are not depressed. In fact, wages in the Detroit area are generally excellent (e.g. factory workers are paid nearly \$1.50 more per hour than the national average.) There are openings for office workers, sales personnel, secretaries, medical personnel, etc. And since Detroit is one of the leading centers of science and technology, there is a wide variety of positions for technically trained individuals.

To assist student parents, the Wayne State University office of Child Care Services can provide information about approved child care facilities in the University area.

Health Services and Health Insurance

Graduate students with appointments as fellows or assistants are covered by an extensive health insurance policy which is completely paid by the University. Spouses and children of students are also eligible for coverage at a substantially reduced rate. The health insurance policy provides coverage for hospital, surgical, medical, consultant, and incidental fees. Graduate students are also encouraged to utilize the facilities of the University Health Service. For more major problems, the outstanding services of the Detroit Medical Center associated with Wayne State's Medical School are close at hand.

the university



Wayne State University is one of the three constitutionally autonomous major state universities in Michigan. The 180-acre Wayne State campus is the academic meeting ground for the 34,000 students enrolled in its ten schools and colleges, making it one of the largest single campus institutions in the nation.

Recognized for the beauty and uniqueness of its architecture, highlighted by some of Minoru Yamasaki's best known buildings, the main campus of the University is located in the city of Detroit's Cultural Center, a region of leading museums, libraries and other cultural institutions. To further enhance this setting, a continuing beautification project has added trees, greenbelts and pleasant malls to complement the existing arcades, sculpture courts, pools, and gardens.

Adjacent to the Cultural Center is the campus of Wayne State's School of Medicine, among the largest single-campus medical schools in the United States. This campus in turn, is contiguous with the \$300 million Detroit Medical Center containing six major hospitals specializing in gynecology and obstetrics, pediatrics, oncology, psychiatry, orthopedics, and emergency medical treatment as well as more routine treatment. This center includes a new \$50 million University Health Center.

Adjoining the Main Campus on the west is the Matthei Physical Education and Recreation Building surrounded by 42 acres of recreational and athletic facilities. Housed within this complex are an eight-lane

swimming pool, a diving pool, three large gymnasias, eight handball and six squash courts, various exercise rooms, 16 lighted tennis courts, a lighted baseball diamond, track field, football field, and various utility fields. Intramural sports and personal recreation enjoyment are given particular emphasis.

The University's outstanding theatre program provides excellent entertainment opportunities for both students and faculty. The Hilberry Theatre, located on the Main Campus, features the country's only graduate repertory company which provides a continual calendar of classical plays during the academic year. The Bonstelle Theatre, housed in a historical theatre building adjacent to the medical campus, features undergraduate theatre at its best. Another unique forum for free-ranging theatrical programs is provided by the Experimental Theatre.

Additionally, frequent (and often free) concerts are given by the various performing musical organizations.



The McGregor Memorial Conference Center



the cultural center

The educational opportunities at Wayne State University are not held to the traditional campus bounds. Being located in the Cultural Center, the University is adjacent to many of the city's leading museums, and centers of culture, research and learning.

Directly adjacent to the Main campus is the main branch of the Detroit Public Library. Containing more than two million volumes, this lovely and spacious building is distinguished for its Fine Arts Department with 500,000 prints, the famed Burton Historical Collection, and the world's largest Automotive History Collection. The Library also contains a complete set of U.S. patents as well as a wealth of scientific literature. It's a great place to study or get away from it all.

Across Woodward Avenue from the Library is the magnificent Detroit Institute of Arts, the nation's fifth largest art museum. Currently in the midst of a \$17 million capital improvement program, it contains some 40,000 works of art including outstanding collections of African art, American paintings, French and Italian arts and the Diego Rivera murals.

The Art Institute is more than just a museum, however; it is a complete cultural center by itself. Nearly every day finds some special event in progress on the premises. Thursdays feature jazz concerts in a bistro atmosphere. On weekend evenings it's the Detroit Film Theatre featuring classic film treasures from the past. Saturday mornings and afternoons feature the Detroit Youtheatre with puppet shows, musicals, and plays. The Sunday morning "Brunch with Bach" is a fun experience combining breakfast with classical music.

To the north of the Art Institute lie the Children's Museum, with its own planetarium, and the International Institute, with its ethnic displays and ethnic lunches. To the east are the Detroit Community Music School and the Center for Creative Studies, an independent, accredited college of art and design, housed in an architectural wonder which resembles a "Tinker Toy" castle. To the south is the magnificent Rackham Educational Building, housing both the University of Michigan's Extension Service and the Engineering Society of Detroit.





Detroit Public Library Main Branch (Rear Facade)

Adjacent to the Public Library is the Detroit Historical Museum. Here one can stroll back through three generations in the streets of Old Detroit or enjoy the pleasure of viewing toys that great-grandpa might have owned. There is always something different to be seen in the changing exhibit area and a workshop program allows both young and old to experience life as it really was for early settlers.

But the Cultural Center never stands still. The latest addition is the Detroit Science Center, a brand-new science museum with "hands-on" exhibits. Designed for people of all ages, its exhibits range from experiments with optics and sound to models of some of America's space achievements, including real space capsules.

Twice yearly, in September and at Christmas, the Cultural Center throws a collective party for the city. Streets are closed to traffic and it's one grand open house with refreshments thrown in.

And just to make certain that everyone can enjoy this gem of the city, the admission to all museums is either free or, at most, a voluntary contribution (which really is voluntary!).

the city



When Detroit was having its share of urban troubles during the past decade, the whole world was informed. But the headlines have faded and Detroit is now in the middle of the most extensive and successful renaissance effort ever undertaken by a major American city. And it's working! The city is vital and getting prouder by the minute.

The 1980 Republican National Convention gave Detroit an opportunity to communicate news of the "New Detroit" to the world at large. According to TIME magazine (July 28, 1980), "The conventioners' verdict: Detroit was a wow.", and (July 21, 1980), "Crime in the city has dropped dramatically in the past few years. And a European reporter who assumed the Detroit River was hopelessly polluted by the city's heavy industry looked out in astonishment at the fishermen angling for coho salmon."

The natural attributes with which the city is blessed are clearly beginning to dominate over the "warts". Perhaps the reaction of one newly adopted Detroiter is typical. "It's impossible to be disappointed with Detroit," writes Jennifer Holmes, a 24 year-old college graduate who stopped in Detroit in 1975 to visit friends and decided to stay. "When you've been brainwashed by the network news broadcasts . . . your image has nowhere to go but up . . . The truth is, I like Detroit, an elegant old Parisian lady, wrinkly in spots, often cranky, not always in the best of health, but she is eternal."

Together with its Canadian sister, Windsor, Ontario, Detroit represents by far the largest metropolitan area on any international border in the world. Despite a 4,000-mile long

common border, approximately one-third of all U.S.-Canadian border crossings take place here. And where else can you drive straight south to enter Canada?

Detroit's international flavor is further enhanced by the steady stream of ships passing by on the Detroit River, one of the busiest inland water ways in the world. The river carries more shipping traffic than any other river in North America and Detroit ranks as one of the major U.S. ports. The opening of the St. Lawrence Seaway in 1959 made Detroit an international port and nearly 1,000 foreign ships use the Port of Detroit facilities annually.

Detroit's eye-catching Civic Center borders the river at the foot of Woodward Avenue. Dominated by the grandeur of the ultramodern \$365 million Renaissance Center with its towering 70-story Plaza Hotel (the tallest hotel in the world), the riverfront area features scores of handsome buildings surrounded by gardens including the Veteran's Memorial Building (meeting place for civic groups), the 20-story City-County Building (housing governmental offices), the Ford Auditorium (home of the Detroit Symphony Orchestra), Cobo Arena (a 12,000 seat facility for athletic and feature events), the new Joe Louis Sports Arena (a 20,000 seat facility that housed the 1980 Republican Convention), Cobo Hall (containing more than nine acres of exhibition space), and the Hart Plaza — a vital riverfront park designed by sculptor Isamu Noguchi featuring the Dodge Fountain, a futuristic creation that pumps 150 gallons of water through 150 jets. Modern office buildings and luxury condominiums and

apartments adjoin this area.

But Detroit is more than just buildings!

Detroit is Belle Isle — a 982 acre scenic island located in the Detroit River (the swimming's great), 1-1/2 miles upriver from the heart of downtown. The park is an enchanting combination of great variety including a Children's Zoo, frequent free concerts, canoeing on lagoons, biking and running on wooded trails, a Nature Center, an Aquarium, the Dossin Great Lakes Museum, a Conservatory, Greenhouses, and a vast picnic area . . . the Central Park of the midwest, if you wish.

Detroit is Symphony — and it is a very fine symphony under maestro Antal Dorati. The winter concert season is at Ford Auditorium and summer brings cabaret concerts and the outdoor Meadow Brook Festival. And, as a Detroit tradition, ticket subscribers who can't attend a particular concert call the box office prior to curtain time to make their tickets available to students that day for a reduced price. The Detroit Concert Band, one of the nation's foremost "Sousa" bands is a popular attraction, especially the free outdoor summer concerts.

Detroit has the Michigan State Fair, the oldest state fair in the nation — with animals, arts, crafts, amusements, and featured entertainers.

Detroit is Theatre — starting with the "Fisher" (just north of Wayne State's campus) which features top-flight productions. "Chorus Line", "The Wiz" and "Annie" enjoyed long runs at the Fisher and

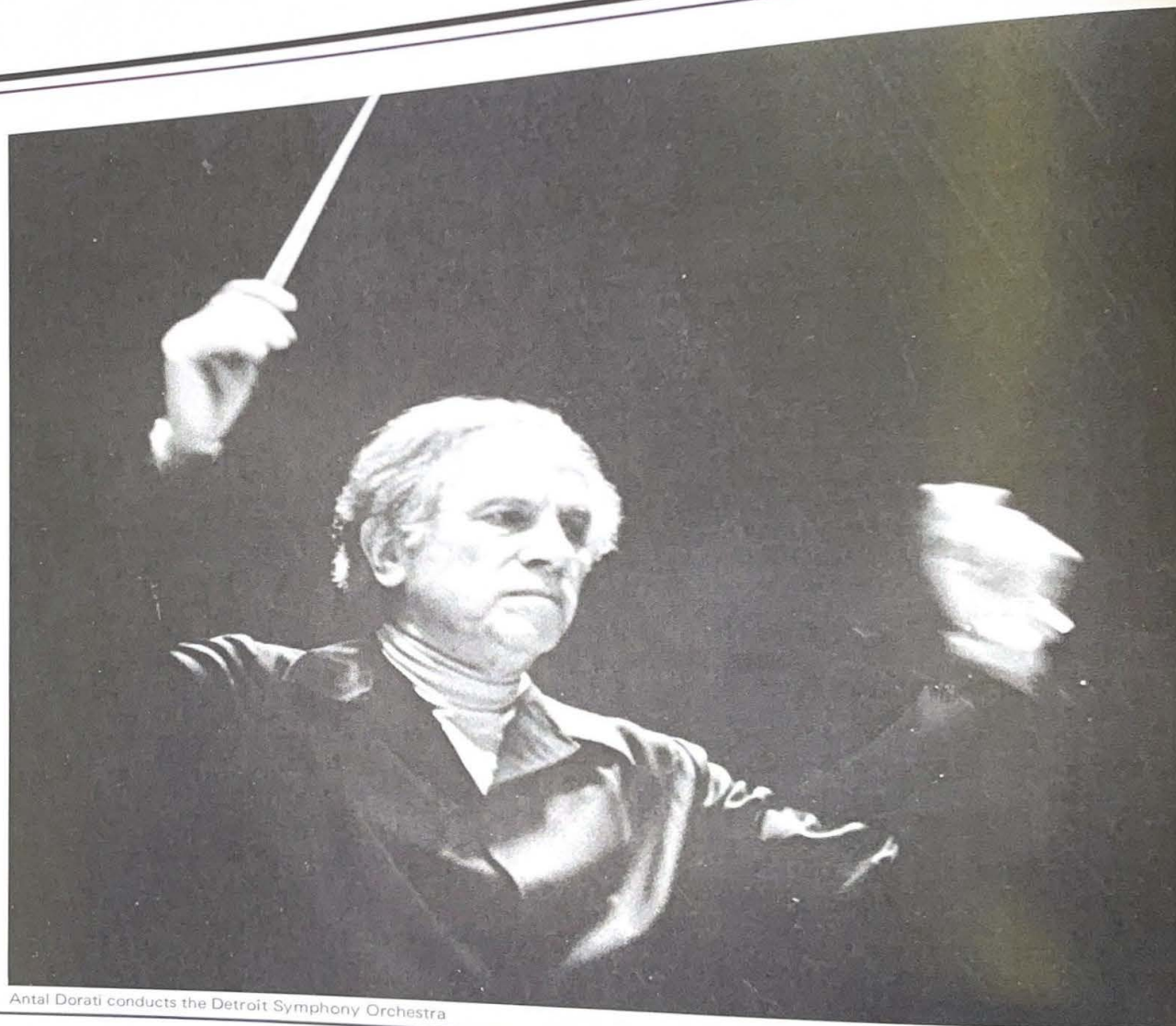


The Eastern Market



many pre-Broadway hits are included on the play bill. The Detroit Music Hall is a unique adventure with an off-Broadway flavor as well as serving as home base for the continuing productions of the Michigan Opera Theatre. Adjacent to the Medical Campus is Detroit's Masonic Temple Auditorium, which for one week each spring becomes the home of New York's Metropolitan Opera Company.

And there's more, much more. The semi-professional Windsor Light Opera Company excels in its Gilbert and Sullivan productions. And, in addition to Wayne State University's performing centers, strong college theatre programs abound at the University of Detroit, Marygrove College, and Mercy College. Added to this are the Detroit Attic Theatre and over 100 other community and professional groups. That's THEATRE!



Antal Dorati conducts the Detroit Symphony Orchestra