

DEPARTMENT OF PSYCHOLOGY & NEUROSCIENCE

Undergraduate Program in Psychology

Sociology-Psychology, Room 235 • 919-660-5719 • psychologyDUS@duke.edu • psychandneuro.duke.edu/undergraduate

Why Pursue a Degree in Psychology?

Students who complete a degree in psychology are immersed in learning about the origins, processes, and consequences of human and animal behavior. The study of behavior and its determinants lies at the heart of our understanding of numerous systems ranging from the biological to the economic and social. Psychology majors and minors apply their understanding of human behavior to varied professional fields including mental and physical health care, research, education, policy, law, finance, consulting, marketing, and business management. Understanding of psychological concepts is also helpful for fields relating to engineering and data analysis.



Course Sequence Recommendation



PSY 101

Overview of the psychology field broadly and at Duke.



PSY 204L and 205L

Essential tools for understanding how to conduct research and data analysis in the field.



Breadth

Three courses from subdisciplines below, at least one course each from area A and B.



Branching Out

Seminars
Electives
Research
Internships

Area A Courses



Abnormal



Developmental



Social

Area B Courses



Biological



Cognitive

Degrees

The Undergraduate Program in Psychology offers **Bachelor of Arts (AB)**, **Bachelor of Science (BS)**, **Interdepartmental (IDM)**, and **minor** degrees. Although the requirements to fulfill the AB and BS are similar, there are some key differences between the two. The AB degree requires that students complete 11 courses in the major, the BS degree requires 16 courses, and the minor degree requires 5 courses. The illustration above shows how these courses are typically sequenced.

Psychology Major/Minor Tracking Sheet for the Class of 2024

AB Requirements

Eleven (11) courses in psychology are required for the major. The major is structured to first provide a foundation by acquainting students with the main themes and approaches in the discipline. Subsequent coursework provides breadth through survey courses focused on subdisciplines. The remainder of courses in the major reflect students' specific interests. Of the 11 courses required for the major, at least 9 must be taken at Duke; others, if approved, may count toward the 34 credits needed for graduation but will **not** count toward the major. Only two independent study courses, whether research-oriented (393, 394, 493, 494) or non-research oriented (391, 392, 491, 492), may count toward the major. Contact us at psychologyDUS@duke.edu if you have questions.

Foundation to be completed by the end of junior year

☐ **PSY 101** (AP or IPC counts as PSY 11, which can be used toward Trinity requirements but not for the major)

Psychology Methods and Statistics. Recommend back-to-back semesters, but will allow flexibility (e.g., for study abroad).

☐ PSY 204L and ☐ PSY 205L

Breadth of at least three survey courses covering major areas in the discipline

☐ One of Biological (106/107) **or** Cognitive (102)

☐ One of Abnormal/Health (105) **or** Developmental (103) or Social (104)

☐ One additional from either category listed above: _____

Depth/Specialization

☐ **Seminar** Course #: _____ Title: _____
(First-year seminars and FOCUS courses do not count)

☐ **300 + level** Course #: _____ Title: _____

Taken in addition to seminars listed as 300+.

Independent Study and Distinction Thesis Workshop do not fulfill this requirement (PSY 391, 392, 393, 394, 491, 492, 493, 494, and 496).

Additional Courses to bring the total to 11. May include up to two Independent Study courses (whether research- or non-research oriented), the PSY 496 Distinction Thesis Workshop, and/or a fourth survey. Any other PSY course may be used except for FOCUS courses, first-year seminars or the PSY 203 practicum.

☐ Course #: _____

☐ Course #: _____

☐ Course #: _____

BS Requirements

The BS degree requires completion of all requirements for the AB degree plus 5 elective courses selected from an approved list ([see Quantitative Studies and Natural Science Electives](#)) that meet the following criteria: (a) classes come from at least two external departments, **and** (b) at least 3 of the 5 are at or above the 200 level. Psychology courses that are cross-listed with another department do not count as a second department. PSY courses used for the AB portion of the major cannot also be counted under the BS plan.

☐ Course 1: _____ ☐ Course 2: _____ ☐ Course 3: _____ ☐ Course 4: _____ ☐ Course 5: _____

Minor Requirements

The psychology minor requires completion of 5 courses in psychology.

☐ PSY 101 (AP or IPC counts as PSY 11, which can be used toward Trinity requirements but not for the minor)

☐ One of Biological (106/107) **or** Cognitive (102)

☐ One of Abnormal/Health (105) **or** Developmental (103) or Social (104)

☐ One PSY course numbered 200 or above: _____

☐ Elective: _____. Options include the following:

- Up to two transfer credits
- Independent Study (PSY 391-394 and PSY 491-494)
- REMEMBER: PSY 89S and FOCUS courses **do not** count towards the minor degree in psychology

Students of Psychology Classes of '21 and '22



Bachelor of Arts

AB First Majors 172

AB2 Second Majors 36

Bachelor of Science

BS First Majors 67

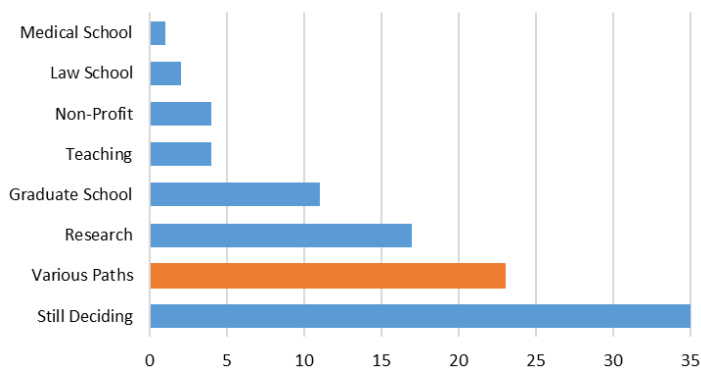
BS2 Second Majors 12

Minors 135

Interdepartmental Majors 19

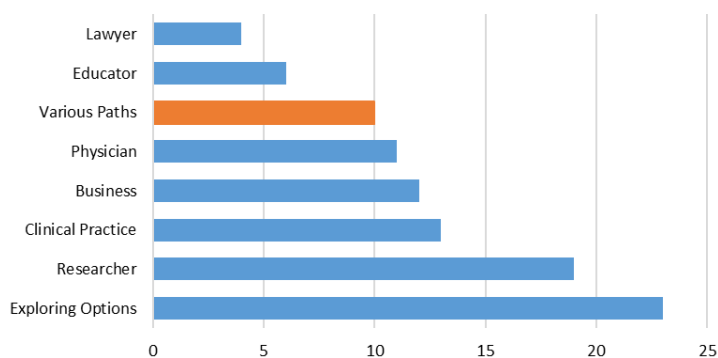
Career Paths for Students Majoring in Psychology

Class of 2020 Plans (Next Year)



“Various Paths” include: Working in Healthcare Outside of Medicine, Sports, Consulting, Finance, Marketing, Sales, Design, Art, Entertainment, Architecture, Religious Ministry, Army, and Government. (Senior Survey, n=98)

Class of 2020 Long-Term Goals



“Various Paths” include: Nursing, Dietician, Art, Journalism, Policy, and Government.

Pathways to Research

Classes

Practicum

Independent Study

Summer Research Fellowship

Honors Thesis

Research Funding and Support

Psychology is a science strongly supported by research. Students who develop research skills during their undergraduate careers will be in a better position to enter the job market or compete for spots in high quality graduate programs. Several research opportunities are available through the Psychology Program. Students are encouraged to reach out to our office to learn more about these opportunities.

Featured Faculty Research in Each of the Subdisciplines

(Abnormal, Biological, Cognitive, Developmental, and Social)



MICHAEL GAFFREY, Assistant Professor, Director of Duke's Early Experience and the Developing Brain (DEED) lab, PhD University of Wisconsin at Milwaukee 2009 | **Research:** Use of behavioral and neuroimaging methodologies to better understand biological pathways underlying risk and resilience to early life stress and related environmental challenges. Actively involved in using the tools of developmental neuroscience to better understand how preventive intervention programs targeting infants at risk for negative socioemotional outcomes, including depression and autism spectrum disorder, can be used more effectively.



STACI BILBO, Professor, PhD Johns Hopkins University 2003 | **Research:** Understand the important role of the immune system during brain development, and the ways in which immune activation during early brain development can affect the later-life outcomes of neural function, immune function, mood and cognition. In concert with this, I am interested in modeling current social and environmental issues (e.g. poverty, pollution, addiction) that impact the developing brain, and how these factors may eventually be mitigated via careful scholarship, education, and engagement with trainees, collaborators, and members of society.



TOBIAS EGNER, Professor, PhD University of London (UK) 2002 | **Research:** I seek to understand the cognitive and neural mechanisms of **adaptive behavior**, the ability to flexibly match thoughts and actions to changing circumstances. In my lab, we pursue this endeavor via an **integrative cognitive neuroscience** approach that bridges the domains of perception, memory, attention, action, control, and decision-making. As methodological tools, we employ psychophysics, functional magnetic resonance imaging (fMRI), transcranial magnetic stimulation (TMS), and computational modeling.



ELIKA BERGELSON, Crandall Family Assistant Professor, PhD University of Pennsylvania 2013 | **Research:** In my research, I try to understand the interplay of processes during language acquisition. In particular, I am interested in how word learning relates to other aspects of learning language (i.e. speech sound acquisition), and social/cognitive development more broadly (e.g. joint attention processes) in the first two years of life.



SARAH GAITHER, Assistant Professor, PhD Tufts University 2014 | **Research:** the overall goal of my research program is to investigate the attitudinal and behavioral effects stemming from exposure to racial and gender diversity as a means to pinpoint pathways that one can utilize to foster more positive group relations for both adult and child populations. By exploring the developmental origins of social identity and intergroup perceptions we can pinpoint some of the antecedents that predict adult behavior in diverse settings.