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➤ Psychology News

Psychology news:

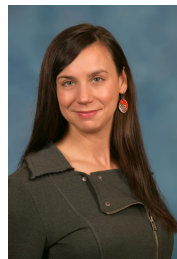
Join the Psychology Undergrad Student/Faculty Community:

Go to Explore Academics > Undergraduate Studies > “Psychology” under “Topics of Interest”. You can post information to current discussions and start discussions with other students in our programs.

Participate in psychology research - check out Walden’s [Participant Pool](#). You must first create an account.

Contact your Academic Program Leader

Questions? Concerns? Praises? Contact your Academic Program leader.

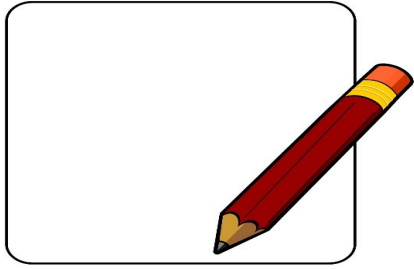


Patricia Costello, PhD
Program Director
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➤ FEATURE STORIES



Academic Integrity

Academic Integrity is an important component of your work at Walden University. It is of paramount importance that you understand how to properly cite and paraphrase your work. Most instances of academic integrity violations are unintentional, but if there is an issue, you may receive an *academic integrity inquiry* letter from your instructor. This is simply a form letter (i.e., all instructors must use the exact same language when they send the letter) that asks you to explain how you did your particular assignment. One of the main issues is not fully putting into your own words information that you've taken from your book or other resources. While not a serious violation of academic integrity, it is important that you always put what you are learning into your own words. If it is determined that you need further assistance with learning the ins and outs of academic integrity, oftentimes you will be assigned a 30-minute academic integrity tutorial to view and summarize. Please do not be offended or worried if this happens to you - we understand that you are still learning the basics of academic integrity as an undergraduate. We want you to be successful at Walden and beyond!

Please review these resources for more information:

- The university policy on academic integrity contained in the Student Conduct and Responsibilities section of the Walden University catalog is online at: <http://catalog.waldenu.edu>
- Visit the Walden University Writing Center Academic Integrity page, located at: <http://academicguides.waldenu.edu/ASCsuccess/integrity>. This site provides useful information defining what plagiarism is and providing strategies to avoid it, as well as helpful examples.
- When you have completed written assignments, first submit them to the “Draft” areas in Safe Assign and revise, if necessary, according to the results of the report.
- Online and interactive resources are available here: <http://academicguides.waldenu.edu/writingcenter/modules/plagiarism#s-lg-box-12217773>.

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**Featured BS Psychology Student:
Aaron Carleton**

Where were you born and raised? Have you lived anywhere interesting or exciting?

I have lived in many places in my life. I was born in Ogden, UT and spent most of my life in Utah. However, I've also lived in Wyoming, Alaska, Colorado and the most interesting place I've lived was Buenos Aires, Argentina, for two years.



Do you have any hobbies? What do you like to do in your free time?

I enjoy organizing events and spending my time in deep conversation with other adults. As a single dad, that is my most important role and my life pretty much revolves around my kids when they are with me, a little over 50% of the time.

Why did you return to school for your psychology degree? What was your career before returning to school?

I have a long history of working in business and sales. I worked as a stock broker for Fidelity investments for 3 years and have worked as a real estate agent for 14 years. I have worked independently, run my own team of real estate agents, and worked as a partner with other real estate agents. I am very good on the phone at outbound calling because I'm friendly and I'm not afraid to try. I work well in hard situations.

I have important life-long goals that I have worked to achieve. Some of the more important ones have eluded me and that has impacted on my life in a big way. After failing to achieve some of these goals, I would be told by my therapist, life coaches or person of authority, that I must not want it bad enough. I watched others who also failed to achieve important goals in their life receive similar labels of being too lazy or not working hard enough. I knew I was giving it my all and I felt helpless as I watched those things slip away. I am committed to finding out what holds us back and then sharing that with the world. I want to increase the goal achievement rate among people. What if New Year's resolutions were no longer a joke, but an exciting reality for people?

After my divorce in 2013, I started a secular divorce recovery group because I couldn't find any that were not religious-based. As I shared my stories with others in the group and the tips that helped me get through my brutal divorce, I realized I had a talent for processing information and then explaining it in a simple straightforward manner that helps others. I could empathize with those who fail time and time again even though they know what they need to do, yet don't do it.

What has been your favorite class at Walden and why?

My two favorites classes were Motivation & Emotion and then Brain & Behavior. The Motivation and Emotion class helped me understand, in a detailed manner, all the distractions that impede us from accomplishing what we want to. It helped break down what I want to study into specific areas.

The reason I loved the Brain and Behavior class is because I'm convinced therapy should be more of a medical degree. When we're looking at a person's behavior, there are so many factors behind their decisions and behavior. I feel like the different areas don't work together closely enough to meet the needs of their patients. Each person, the therapist, psychiatrist, physician,

nutritionist, etc. try to solve the problems from their viewpoint of expertise instead of actively involving others actively sharing information. I think it's important, when looking at a client, to be able to know what role the physiological plays in the psychological before we can treat them.

What are your future plans, both for your degree and in general?

I graduate in August of this year. I am looking at pursuing a Master's in Applied Behavioral Psychology. That should allow me to understand research more in depth with an emphasis on how to apply it in the real world. I want to be a bridge between the research being done and the clinicians on the front lines. I would love the chance to work with therapists and life coaches to answer questions they deal with that are stopping them from being able to help more people. After I get my master's degree, I will probably wait until my kids are out of the house, and then pursue a PhD in Experimental Psychology and become a researcher. I do not know everything that is required to reach this end goal, so I hope to network with people in the research and applied psychology field.

What advice would you give to other B.S. Psychology students?

According to O*NET, there is a growing demand for researchers today (n.d.). This is possibly because so few people in the psychology field completely understand the research process according to the article 'Unreliable Research' (2013). If this is true, then the more you familiarize yourself with how research works, the more valuable you will be in your field and to your colleagues and clients. Additionally, if you're thinking of working on the front lines as a clinician, your experience together with your knowledge of the research side of things can help you provide crucial feedback to help further research. In other words, the more you understand about how research works, the more you can contribute to the accuracy and speed of growth in the psychological field.

References:

Unreliable research: Trouble at the lab. (2013, October 19). *The Economist*, 409(8858), 27. Retrieved from the Walden Library databases.

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Faculty Feature: Dr. Mary Barnas

Background

Dr. Barnas started working at Walden in 2012 as a contributing faculty member for the undergraduate psychology program. She has also served as a subject matter expert for the Child and Adolescent development course (PSYC 2002) and the Psychology of Gender course (PSYC 3006). Dr. Barnas is a full professor at Marietta College in Marietta, Ohio. She has a doctorate in Developmental Psychology from West Virginia University and has been teaching graduate and undergraduate

courses for 28 years. Dr. Barnas regularly teaches psychology 2002 for Walden University but has also taught introductory psychology and the psychology of gender.

Other Related Work

Dr. Barnas specializes in social-emotional development in children with a specific emphasis on family violence. Her current work involves running a Supervised Visitation Center where children from abusive or otherwise unsafe homes visit with their parents in a controlled environment. Upper level psychology students can take a course in family violence and intern at the center as a part of their studies. She developed a new program at Marietta College and opened the Center for Families and Children on campus in the spring of 2004. Dr. Barnas was honored in 2005 with the McCoy Professorship Award for Teaching Excellence, the highest faculty honor at Marietta College.

Dr. Barnas is an avid runner and has completed several half marathons. She reports no desire to run a full marathon! She also enjoys walking and playing with her two shelter dogs and has two adult children. At this time, she is looking forward to two special events. She will be marrying another Marietta College professor May 26 of this year and her daughter will marry on June 1 of 2019.

Advice

Dr. Barnas always emphasizes the following in her welcome announcements and throughout the course:

1. Be sure to address each aspect of the prompt for assignments. They are bulleted and clearly outlined for you so double check your paper or post and be sure you have covered each section.
2. Writing matters! If there are issues with the quality of your writing this will hurt your grade even if you are working hard. Use the Walden resources to get help if you are getting point reduced on this part of the rubric.
3. Always ask questions if an assignment is not clear. That is what your faculty are here for.
4. Use the reading resources for the week. You can seek out other sources as well but the extra readings and materials are specifically designed to help with the assignments so take advantage of this information.

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Dear Wally

Wally is an expert on all things Walden. If you have questions about anything related to your journey as a Walden student, Wally will be able to point you in the right direction. Sometimes Wally's advice may be helpful to

everyone, so here are some of those questions and answers.

Dear Wally,

I really want to get my degree finished. Can I take 5 or 6 classes at a time like I did at my previous school? I heard that one guy got permission to take 7 classes at a time, how can I qualify for that?

Signed,

Ina Rush

Dear Ina,

First of all, let's talk about how classes are structured at Walden. In a traditional setting, students do often take five or six classes each semester. However, those classes are spread out over an entire semester that often lasts 15 weeks. These schools also tend to have two semesters (Fall and Spring), which means that students might take 10 courses in a year, with the possibility of adding one or two during the summer. The traditional system was designed for traditional students who do not have families or jobs. Walden, on the other hand, was built to serve students who have work and family commitments. We have four terms each year—Spring, Summer, Fall, Winter—and do not have the extensive breaks you see at brick and mortar schools. Each term lasts for 12 weeks, with one week in between. In the BS PSYC program, our courses last only 6 weeks, so our students can take two courses each term. That adds up to 8 courses each year, which is comparable to the typical loads you mentioned from your previous school. And just like that one guy you heard about, it is possible for some students to move even faster. For students with at least a 3.0 GPA, it is possible to get permission for what we call an “overload.” This allows students to take two classes at a time rather than one. That adds up to 16 courses each year, which is very fast! I do want to warn you, Ina, that covering an entire class in six weeks requires a very fast pace. There is a lot of reading and students have to be very disciplined to keep up with assignments. So taking on an overload should not be done lightly. We want you to finish quickly, but we also want the best for you. Sometimes hurrying can impede learning, and an overload at school can make it hard to keep up with work and family commitments. Thanks for writing, and I will look for you at graduation!

Wally



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Accelerate into Masters

AIM option for BS Psychology students



Do you plan to enroll in a master's program after you complete your Bachelor's degree? Then you may be interested in this fantastic program (AIM- Accelerate Into Masters) that will save you time and money. Eligible students may complete select Master-level courses while in the last year or so of their academic program. Courses count as electives in your BS program as well as toward your chosen graduate degree (if a grade of B or better is earned). Criteria for eligibility are outlined in Walden Student Catalog. AIM options for you include: MS Psychology, MS in Forensic Psychology, MS in IO Psychology, and the MS in Clinical Mental Health Counseling. There are also options outside of psychology and counseling - you do not have to take psychology or counseling courses only! More information about the various AIM options can be found in the catalog: <http://catalog.waldenu.edu/content.php?catoid=153&navoid=50045>

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