PSYCHOLOGY (B.A.)

Program Overview
The psychology major is designed to meet the needs of various types of students and to develop a broad understanding of the many topic areas within the field of psychology. The program is committed to helping students understand and appreciate both the scientific foundations and human service aspects of the field of psychology; develop and apply oral, written, analytical and critical-thinking skills applied to psychological issues, questions and problems; understand issues in contemporary psychology and recognize and apply psychological knowledge in order to provide solutions to real world problems and develop both interpersonal and intrapersonal knowledge through academic experiences and extra-curricular activities. The program is designed to foster self-awareness and personal growth, the development of leadership skills and a respect and understanding for human development and human diversity.

Curriculum Overview
The curriculum develops the fundamental skills that predict success in the profession of psychology, human services, corporate jobs, education and graduate school. Classes stress the development of writing skills, both technical report writing and literature research papers and provide a range of instruction on the statistical data analysis, online control of laboratory experiments, text processing and presentation software. In fieldwork placements, students gain work experience in a variety of human services programs within the community. Members of the psychology faculty encourage students to become involved in research projects. Many Rider psychology seniors bound for graduate school receive offers of substantial financial aid in the form of assistantships and tuition waivers. These offers are made because our majors carry out research of high quality. Students have coauthored journal publications with the faculty and presented papers at regional and national conferences. Laboratories are always open for students and faculty supervision is always available.

Honors Program in Psychology
A student may receive honors in psychology by fulfilling the following conditions beyond the basic requirements for the psychology major: complete one Independent Research and Study project (490); earn a cumulative average of 3.25 and an average of 3.5 in psychology at the time of graduation.

Degrees Offered
• B.A. in Psychology

Contact
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Program Website: Psychology (http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology)

Associated Department: Department of Psychology (http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology)

Related Programs:
• Organizational Psychology (B.S.B.A) (http://catalog.rider.edu/undergraduate/continuing-studies/organizational-psych-bsba)
• Organizational Psychology (B.A.)

Code | Title | Credits
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Core Requirements | | 45-47

Psychology Core

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PSY 100</td>
<td>Intro To Psychology</td>
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<tr>
<td>PSY 105</td>
<td>Introduction to Research in Psychology</td>
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<tr>
<td>PSY 201</td>
<td>Statistics and Research Design</td>
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<tr>
<td>PSY 339/PSY 339L</td>
<td>Research Methods in Applied Behavior Analysis</td>
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Psychology Lower Level | 12

Choose four of the following:

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<tr>
<td>PSY 210</td>
<td>Organizational Psychology</td>
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<td>PSY 215</td>
<td>Personality</td>
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<td>PSY 220</td>
<td>Abnormal Psychology</td>
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<td>PSY 230</td>
<td>Child Development</td>
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<td>PSY 231</td>
<td>Youth and Adolescent Development</td>
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<td>PSY 240</td>
<td>Social Psychology</td>
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<td>PSY 279</td>
<td>Psychology and Law</td>
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<td>PSY 283</td>
<td>Sport Psychology</td>
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Psychology Upper Level | 12

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<tr>
<td>PSY 345</td>
<td>Health Psychology</td>
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<td>PSY 360</td>
<td>Psychology of Peace &amp; Conflict</td>
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<td>PSY 365</td>
<td>Drugs and Human Behavior</td>
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<td>PSY 377</td>
<td>Developmental Psychopathology</td>
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<td>PSY 382</td>
<td>Aging, Brain, and Cognition</td>
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<td>PSY 383</td>
<td>Psychology and Culture</td>
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<td>PSY 384</td>
<td>Positive Psychology</td>
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<td>PSY 385</td>
<td>Death, Dying and Suicide</td>
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<td>PSY 395</td>
<td>Special Topics in Psychology</td>
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Capstone Course | 3

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<td>PSY 400</td>
<td>Senior Seminar</td>
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<td>PSY 490</td>
<td>Independent Research and Study</td>
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<td>PSY 491</td>
<td>Internship in Psychology</td>
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Free Electives | 36-34

Total Credits | 121

Requirements for the Minor
(18 credits)
PSY 100 Introduction to Psychology 3 Credits
An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, research findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

Prerequisite(s): PSY 100.

PSY 200 Introduction to Research in Psychology 3 Credits
Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

PSY 215 Personality 3 Credits
A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 218 Psychology of Women 3 Credits
Examines the psychological development of women in our culture from birth to maturity, with an emphasis on the interaction of biological and social influences on personality, social behavior, and achievement of women. Investigates psychological sex differences in terms of current measurement approaches. Readings and text are drawn from psychological theory and research.

Prerequisite(s): PSY 100.

PSY 220 Abnormal Psychology 3 Credits
The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 225 Learning and Memory 3 Credits
A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving.

Prerequisite(s): PSY 100.

PSY 226 Cognitive Psychology 3 Credits
The study of the mind has been the focus of psychology since its inception in the 19th century. Today, the majority of psychological research focuses on the cognitive system and its biological basis. This course will provide an overview of knowledge regarding the components of the human cognitive system (e.g., attention, memory, executive processes) and how they form the basis for higher-order cognitive skills (e.g., language and decision making). The course will provide a history of the field and the methodologies that have been and are currently being used to study the human mind. Each section of the course will include an overview of basic and applied research to demonstrate how knowledge of the cognitive system can be used to enhance human functioning in applied settings and better understand human limitations and tendencies to commit certain types of errors.

Prerequisite(s): PSY 100.

PSY 230 Child Development 3 Credits
Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

Prerequisite(s): PSY 100.

PSY 231 Youth and Adolescent Development 3 Credits
Presents theories, research and problems concerning development in youth and adolescence.

Prerequisite(s): PSY 100.

PSY 237 Cognitive Disabilities 3 Credits
Investigates various types of intellectual differences, focusing on etiology, methods of diagnosis, programs and services available to individuals and families. Considers problems relating to adjustment in academic, social, and vocational areas.

Prerequisite(s): PSY 100.

PSY 238 Sensation and Perception 3 Credits
The facts and theories of sensation and perception, their role in the total psychology of the individual, and current application are examined.

Prerequisite(s): PSY 100.
PSY 240 Social Psychology 3 Credits
Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered. **Prerequisite(s):** PSY 100.

PSY 250 Psychology of Aging 3 Credits
This survey course focuses on basic psychological issues in the aging process and in the elderly. It examines myths and stereotypes about aging and the elderly by way of research evidence pertaining to physical, psychological, and social changes accompanying aging. **Prerequisite(s):** PSY 100.

PSY 255 Biopsychology 3 Credits
Basic biological structures and processes underlying behavior, including general neuroanatomy and neurophysiology; sensory physiology; structure and function of the motor systems; physiology of emotions, motivation, learning, memory; brain dysfunction; psychoactive drugs. **Prerequisite(s):** PSY 100.

PSY 279 Psychology and Law 3 Credits
Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making. **Prerequisite(s):** PSY 100.

PSY 283 Sport Psychology 3 Credits
This survey course will focus on the social and psychological factors related to performance and participation in sport and exercise, health, and injury rehabilitation settings. Two general questions will be explored: (a) how do social and psychological variables influence performance and participation in physical activity pursuits? And (b) how does physical activity participation affect the psychological well-being of the individual? To better understand these questions, this course will overview theoretical and methodological approaches to a variety of sport and exercise psychology topics, including: socialization, motivation, group processes, competition, and performance enhancement. **Prerequisite(s):** PSY 100.

PSY 295 Directed Study in Psychology 1-4 Credits
Provides an opportunity for students to obtain research experiences in psychology. Consists of a combination of project meetings, assigned readings and supervised research. Each student will work with a selected faculty member on a topic of mutual interest. Projects may include learning some components of research methods and applying these techniques to the collection and analysis of data. Provides focused reading and discussion as it relates to each student’s research topic. **Prerequisite(s):** PSY 100, psychology majors or minors and permission of instructor and chair.

PSY 299 Field Placement in Applied Behavior Analysis 1-4 Credits
The practicum provides hands-on experience using the tools of applied behavior analysis in a field setting. Provides supervised field placement experience in an approved institution or agency in order for students to gain knowledge in applications of applied behavior analysis. Placement is made in various community institutions and agencies that offer services to diverse populations. **Prerequisite(s):** PSY 100, PSY 212.

PSY 299 Field Placement in Applied Behavior Analysis 1-4 Credits
Provides students with an in-depth coverage of the expanding field of cognition and memory. Addresses issues and research within the field. Emphasis is on current views of human memory. Students learn how to design and conduct their own experiments from the topic areas of information processing, psycholinguistics, problem solving, learning and memory, social cognition, and cognitive neuroscience. Laboratory skills include programming computers, developing multimedia stimuli, recording psycho-physiological data, and composing an APA-format research report in a network-based writing lab. **Prerequisite(s):** a grade of “C” in PSY 201; PSY 225, PSY 237 or PSY 325 or permission of instructor. **Corequisite(s):** PSY 302L.

PSY 302L Research Methods: Cognition Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** PSY 302.

PSY 303 Research Methods: Social Psychology 4 Credits
Covers research methodology within the context of social psychology (i.e., topics include altruism, aggression, attraction and social perception). Both experimental and descriptive methodologies will be covered. Students learn about various aspects of the research process (e.g., design and execution of a social psychological study, analyzing and interpreting the results). Students also learn to integrate their research findings to produce an APA-style paper. Students use computer-based word processing and statistical analysis packages to achieve these goals. **Prerequisite(s):** a grade of “C” in PSY 201; PSY 240 or PSY 279 or permission of instructor. **Corequisite(s):** PSY 303L.

PSY 303L Research Methods: Social Psychology Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** PSY 303.

PSY 305 Theories of Psychotherapy 3 Credits
An exploration of the history and theory of the psychoanalytic, behavioral, and humanistic approaches to psychotherapy. Comparisons and contrasts between these therapeutic modalities are discussed, as well as the theory underlying specific therapeutic techniques such as dynamic interpretations, dream analysis, the analysis of resistance and transference, counter-conditioning, modeling, and cognitive restructuring. Class exercises in addition to transcripts and tape recordings from therapy sessions are used to illustrate the various therapeutic approaches. **Prerequisite(s):** PSY 215 or PSY 220 or permission of instructor.
PSY 306 Research Methods: Sensation & Perception 4 Credits
Provides instruction in research design, research methods, and integration of data analysis and methodology within the content framework of sensation and perception. All the general psychology research methods are taught. Special emphasis is given to the study of human vision and audition. Students design, conduct, and report laboratory research in the areas of sensation and perception. The computer-based components of the laboratory include lessons on interactive software instrumentation for research, and network-based technical writing using APA format. Projects are conducted during the term. Each student uses a dedicated networked Macintosh computer to: a) develop and generate research stimuli and procedures, b) analyze and report research data, and c) write formal research reports. Prerequisite(s): a grade of "C" in PSY 201 or permission of instructor. Corequisite(s): PSY 306L.

PSY 306L Sensation & Perception Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): PSY 306.

PSY 315 Psychological Tests 3 Credits
Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery. Prerequisite(s): any statistics course.

PSY 324 Play and Imagination 3 Credits
This course surveys two of the most important manifestations of children's imagination: pretend play and imaginary companions. It will discuss the evolution of play, the purpose of play, the role of play in the development of creativity, and individual differences in play (e.g., among children of different gender, cultures, and ability levels). Finally, it will discuss the application of play to therapeutic methods for children. PSY 325 Cognitive Development 3 Credits
Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies. Prerequisite(s): PSY 100.

PSY 329 Research Methods in Organizational Psychology 4 Credits
This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): PSY 335L.

PSY 330 Developmental Disabilities 3 Credits
Introduces students to the genetic, biological, sensory-motor, cognitive, and social-emotional foundations of developmental disabilities. Selected syndromes will be reviewed in depth, as will treatments and intervention at the individual and family levels. Prerequisite(s): PSY 230, PSY 231 or PSY 237.

PSY 333 Autism Spectrum Disorders 3 Credits
Provides students with a general understanding of the etiology, neurocognitive underpinnings, and general characteristics of the autism spectrum disorders. The course will examine the history of the study of these disorders, the main problems associated with these conditions, and will explore psycho-educational treatment alternatives. Prerequisite(s): PSY 230, PSY 231, PSY 237, or PSY 330.

PSY 335 Research Methods: Human Cognitive Neuroscience 4 Credits
Covers the interdisciplinary study of the nervous system integrating neurobiology, physiology, pharmacology, and psychology as explanations for both normal and pathological human behavior. Topics integrate molecular levels of analysis, such as neuron structure and function, neurotransmitters, action potentials, and receptors, with molar levels, such as sensory and hormonal processes, learning and memory, emotions, drug use, and biological rhythms. Introduces research techniques used to study the function of the nervous system and the neural bases of behavior in humans. Neuroanatomical, electrophysiological, pharmacological, and neuropsychological assessment techniques may be explored as part of laboratory or field research projects designed in collaboration with the instructor. Prerequisite(s): grade of "C" or better in PSY 201 and PSY 255 or permission of instructor. Corequisite(s): PSY 335L.
PSY 336 Research Methods: Animal Learning & Behavior 4 Credits
Provides a comprehensive overview of the acquisition and modification of the behavior of animals, especially on laboratory strains of rodents and pigeons. Core topics include respondent and operant conditioning, animal cognition, observational learning, animal safety and welfare, single-subject and between-groups approaches to methodology, and the statistical analysis of the results of studies of behavior. The laboratory component of the course provides a comprehensive overview of animal handling and maintenance, animal welfare, and the recording of experimental results. Two substantial projects are undertaken; demonstration of a conditioned taste aversion and its effect upon the acquisition and extinction of an operant (bar press) response and subsequent discrimination and reversal learning. Results of both projects are written into APA-formatted reports. Prerequisite(s): a grade of “C” in PSY 201, PSY 225 or permission of instructor.
Corequisite(s): PSY 336L.

PSY 336L Animal Learning and Behavior Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course.
Corequisite(s): PSY 336.

PSY 339 Research Methods in Applied Behavior Analysis 4 Credits
This upper-level laboratory course will provide students with in-depth study of the principles and applications of Applied Behavior Analysis. Students will examine behavioral principles, ethical considerations and real-life applications of ABA. Each student will design and implement a self-management plan to alter a behavior of their choosing. Prerequisite(s): PSY 100.
Corequisite(s): PSY 339L.

PSY 339L Research Methods in ABA Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course.
Corequisite(s): PSY 339.

PSY 340 Research Methods: Group Dynamics 4 Credits
Focuses on selected issues pertaining to group dynamics. Emphasizes an understanding of the personality and social factors that influence the functioning of unstructured and task-oriented groups. Students participate in a task group for the purpose of conducting a comprehensive research project on selected issues in group dynamics and the psychology of groups. The task group prepares an APA-style paper describing their research as well as an in-class presentation. Each student also submits a midterm and final written analysis of the interactional processes and development of the task group. Prerequisite(s): a grade of “C” in PSY 201 or permission of instructor.
Corequisite(s): PSY 340L.

PSY 340L Group Dynamics Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course.
Corequisite(s): PSY 340.

PSY 345 Health Psychology 3 Credits
This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.
Prerequisite(s): PSY 100.

PSY 350 Research Methods: Developmental Psychology 4 Credits
Focuses on one or more research areas in cognitive, personality, or social development. Includes an overview of major theoretical approaches to age-related change. Students review original research on selected aspects of behavioral change. The laboratory component of the course presents an overview of developmental research designs and methods focusing on the measurement of age-related change in psychological functioning. Students conduct field research projects designed in collaboration with the instructor and prepare an APA-style research report. Prerequisite(s): a grade of “C” in PSY 201 and PSY 230 or permission of instructor.
Corequisite(s): PSY 350L.

PSY 350L Developmental Psychology Lab 0 Credits
This lab is a co-requisite and must be taken with the corresponding course.
Corequisite(s): PSY 350.

PSY 360 Psychology of Peace & Conflict 3 Credits
This course examines issues related to peace, conflict, violence, and conflict resolution. Theories and strategies that suggest ways of reducing and eliminating conflict are discussed. Psychological and social causes and consequences of violence and nonviolence are considered.

PSY 365 Drugs and Human Behavior 3 Credits
Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.
Prerequisite(s): PSY 100.

PSY 367 Creativity and Innovation 3 Credits
What is creativity, and how do we measure, study, and enhance it? This course will survey the modern theories of creativity from a psychological perspective, with an emphasis on the processes that underlie creative thinking and the variables that influence creative idea generation. Specific topics will include: convergent and divergent thinking, the role of the unconscious in creative ideation, flow and mindfulness, individual and group creativity, techniques such as brainstorming and creative problem solving, the neuroscience of creativity, the role of motivation, and creativity and innovation in organizations. Discussions of theoretical findings will be complemented by in-class activities and assignments that highlight applications to day-to-day living and to larger-scale challenges that require creativity and innovation.
Prerequisite(s): PSY 100.
PSY 372 States of Consciousness 3 Credits
This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.
Prerequisite(s): PSY 100.

PSY 373 Cyberpsychology 3 Credits
Cyberpsychology is the study of how emerging computer technologies, especially social media, affect the way people think, feel, and behave both online and in the face-to-face world. This course explores a wide range of topics concerning this rapidly developing field of psychology, including how individuals, interpersonal relationships, and groups function in cyberspace with both positive and negative consequences for mental health. It emphasizes an understanding of the basic concepts of cyberpsychology along with the implications of this knowledge for improving wellbeing in the digital age.
Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits
This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.
Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 375 Psychology and Film 3 Credits
Attitudes, perceptions and memories are shaped by motion pictures. Filmmakers create enduring images by using cinematic techniques to portray social and interpersonal themes. This course will examine various cinematic techniques as well as how film portrays interpersonal relations, gender roles, race relations, mental illness, The Holocaust, and other genocides.
Prerequisite(s): PSY 100.

PSY 376 Developmental Psychopathology 3 Credits
This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.
Prerequisite(s): PSY 230 or PSY 231.

PSY 377 Psychology of Gender 3 Credits
This course examines the meaning of sex and gender in modern society. The course readings and discussion will review and analyze the influence of gender on human behavior and emotions. The course will examine the significance of gender in shaping experience. Topics will include: gender differences in behavior, gender role development, gender and sexual identity, gender and social roles, cross-cultural perspectives on gender and transcending gender.
Prerequisite(s): PSY 100, PSY 218 or permission of instructor.

PSY 378 Aging, Brain, and Cognition 3 Credits
This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.
Prerequisite(s): PSY 100.

PSY 380 Positive Psychology 3 Credits
Historically, the field of psychology has placed great attention on the question of, “What is wrong with people and how do we fix it?” This course will focus on the question of, “What is right with people and how can we build on that?” We will explore this by examining empirical research centered on the nature of happiness and psychological wellbeing. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 384 is crosslisted with PSY 584.
Prerequisite(s): PSY 100.

PSY 381 Psychology and Culture 3 Credits
Students enrolled in this course will critically examine the intersection of culture and psychology. Topics covered include cultural influences on: identity, the perceptions and manifestations of mental illness, and treatment seeking.
Prerequisite(s): PSY 100.

PSY 382 Aging, Brain, and Cognition 3 Credits
This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.
Prerequisite(s): PSY 100.

PSY 383 Psychology and Culture 3 Credits
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Prerequisite(s): PSY 100.

PSY 385 Death, Dying and Suicide 3 Credits
Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. Class members will examine difficult and controversial psychosocial issues related to dying and death, death perceptions from childhood through older adulthood, religious and death attitudes, the dying process, living with dying, dying in the American health care system, euthanasia and biomedical issues, pain management, suicide, cross-cultural perspectives on dying and death, the business of dying, the legal aspects of dying, and the bereavement process.
Prerequisite(s): PSY 100.

PSY 395 Special Topics in Psychology 3 Credits
This course examines contemporary issues in psychology, with the particular topic varying each time it is offered. New directions in the field and/or current controversies will be the focus. Past offerings include Positive Psychology, Creativity, and Brain Games.
PSY 400 Senior Seminar 3 Credits
This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology, to grapple with conflicting points of view, and produce professional quality writing, oral or multimedia presentations.

PSY 420 History of Psychology 3 Credits
Provides a coverage of systems and schools of psychology; great psychologists, their contributions, and later influence in psychology. Current psychological problems are also discussed.

PSY 490 Independent Research and Study 1-4 Credits
Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.
Prerequisite(s): PSY 201.

PSY 491 Internship in Psychology 1-4 Credits
Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology. Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals.
Prerequisite(s): senior psychology majors or minors.

PSY 510 Introduction to Applied Behavior Analysis 3 Credits
This course will provide an introduction to applied behavior analysis. Students will learn the history and defining features of the field. Due to the scientific nature of applied behavior analysis, students will also learn characteristics and processes associated with the scientific method. Furthermore, foundational concepts will be defined, along with relevant behavior change procedures.

PSY 511 Principles of Learning 3 Credits
This course will provide students with more in depth understanding of the philosophical assumptions, characteristics and basic principles of behavior analysis. Students will have the opportunity to review concepts learned during Introduction to Applied Behavior Analysis. This course will also provide and introduction to the basic research in behavior analysis. Students will become more fluent in definitions, characteristics, principles, processes, and concepts of behavior analysis.
Prerequisite(s): PSY 510.

PSY 513 Observational Methods and Functional Assessment 3 Credits
This course is designed to provide knowledge and skills of methodologies to conduct a thorough behavioral assessment, interpret the assessment data, and identify goals for treatment. Topics will include direct observation/data collection methods, data analysis, functional assessment, stimulus preference and reinforcer assessments, and ethical and professional issues. The second half of the course will deal specifically with functional analysis including the history of and variations to the methodology. The relationship between assessment techniques and the development of the least-restrictive but most effective behavioral intervention will also be discussed.
Prerequisite(s): PSY 510, PSY 511.

PSY 514 Single Subject Research Design and Analysis 3 Credits
Students will be introduced to the basic evaluative methods used in behavior analysis including various models of single subject design such as multiple baselines, reversal designs, and alternating treatment models. Students will design analyses, collect data, graphically display their data, and provide an analysis of findings. Students will read original behavior analytic research articles and practice analysis of findings.
Prerequisite(s): PSY 510, PSY 511.

PSY 515 Psychological Tests 3 Credits
Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.
Prerequisite(s): any statistics course.

PSY 516 Creating Effective & Ethical Interventions 3 Credits
This course will familiarize the student with ethical issues and responsibilities of behavior analysts working in applied settings. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

PSY 518 Organizational Behavior Management 3 Credits
This course will provide an overview of research and practice in the field of Organizational Behavior Management (OBM), also referred to as Performance Management in organizational settings. Performance Management is a behaviorally-based area of specialization within the broad field of Industrial-Organizational Psychology. The concepts and techniques used in Performance Management originated from the field of behavior analysis.

PSY 520 Interventions for Challenging Behavior 3 Credits
Students will review principles of behavior in the context of application to functional assessment and treatment of socially significant problem behavior. Topics including extinction, functional communication training, differential reinforcement, choice, environmental manipulations, and punishment will be covered. Students will move through the process of developing function-based interventions and writing behavior plans.
Prerequisite(s): PSY 510.

PSY 525 Cognitive Development 3 Credits
Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.
PSY 530 Interventions for Individuals with Developmental Disabilities 3 Credits
The purpose of this course is to prepare students to work with individuals with a broad spectrum of developmental disabilities. The course will begin with a discussion of typical child development and milestones, address how development might differ from the norm, introduce subsequent assessment and diagnosis and ultimately, introduce appropriate interventions. The main focus of this course is applied behavior analysis [ABA] and common ABA strategies for intervention.

PSY 533 Interventions for Autism 3 Credits
The purpose of this course is to provide students with a general understanding of the clinical characteristics of autism spectrum disorders. The course will briefly address etiology and neurocognitive underpinnings of these disorders but will focus on psycho-educational interventions. The course will be taught from an applied behavior analytic perspective.

PSY 535 Language Assessment and Intervention 3 Credits
Students will be introduced to the classification of verbal responses, both vocal and non-vocal. Using videotaped examples, students will categorize observed verbal behavior. Students will be provided with practical tools for the assessment of verbal behavior, as well as an array of intervention strategies. A focus will include the design of teaching strategies to enhance language acquisition, as well as ongoing evaluation of intervention efficacy will be employed. 
Prerequisite(s): PSY 510, PSY 511.

PSY 536 Social Skills Assessment & Intervention 3 Credits
Students will be introduced to the development of social skills and the identification social skills deficits. Using videotaped examples, students will categorize observed social behavior. Next, students will be provided with practical tools for the assessment of social and emotional behavior, as well as an array of intervention strategies. Tools for the collection of data and the evaluation of the success of target interventions will be stressed.
Prerequisite(s): PSY 510, PSY 511.

PSY 545 Health Psychology 3 Credits
This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

PSY 550 Behavior Analytic Approaches to Health and Physical Activity 3 Credits
The application of behavior analytic methods, practices, and principles has been demonstrated through research and clinical applications to be effective at changing health and fitness behavior. This course will provide an overview of research and practice in applying behavior analytic principles to changing health behavior and physical activity. Behavior change across various populations will be covered including both adults and children with and without disabilities. Discussion will focus on both functional assessment as well as interventions effective at changing health and physical activity including self-management, self-monitoring, goal setting, contingency management, etc. Students will spend the semester implementing self-management projects for their own health and/or fitness behavior.

PSY 555 Drugs and Human Behavior 3 Credits
Prerequisite: PSY 510, PSY 511. 
This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

PSY 565 Drugs and Human Behavior 3 Credits
Prerequisite: PSY 510, PSY 511. 
This course provides an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

PSY 567 Multicultural Perspectives in Applied Psychology 3 Credits
In this course students will examine in-depth, culture and: identity formation, social relationships, the perception and manifestation of mental illness, and treatment seeking among other areas. Additionally, given the increasing diversity of communities in the US, the course will also focus on immigration, acculturation, discrimination, and the psychological correlates of each. Implications of these factors for emerging practitioners will also be covered.

PSY 572 States of Consciousness 3 Credits
This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

PSY 574 Psychology of the Family 3 Credits
This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

PSY 577 Developmental Psychopathology 3 Credits
This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

PSY 582 Aging, Brain, and Cognition 3 Credits
This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.
PSY 584 Positive Psychology 3 Credits
Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 584 is crosslisted with PSY 384.

PSY 585 Independent Research and Study 1-4 Credits
Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. Permission of Instructor.

PSY 590 Field Placement in Applied Behavior Analysis 3 Credits
The applied behavior analysis practicum includes a required field placement of 15 hours per week and periodic on campus meetings. The practicum experience will allow students to experience the professional life of a behavior analyst in one of several preapproved sites. Sites approved include those for children, adolescents or adults with disabilities. Placements will be selected in consultation with the Practicum Coordinator and will require a written practicum plan from the cooperating field supervisor.
Prerequisite(s): PSY 510, PSY 511, PSY 513, PSY 514.

PSY 595 Selected Topics in Applied Psychology 3 Credits
Students will actively engage in an in-depth inquiry into a special topic area concerning applied psychology. Though the topics will change, students will be required to read and discuss current literature as well as considering the application of tools of the discipline to research questions of their own.

PSY 600 ABA Thesis I 3 Credits
The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 601 ABA Thesis II 3 Credits
The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 602 ABA Thesis III 3 Credits
The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.