

# PSYCHOLOGY (PSY) CPSO

# Course numbers with the # symbol included (e.g. #400) have not been taught in the last 3 years.

## PSY 410 - Introduction to Psychology

**Credits:** 4

This survey course provides an introduction to the science of psychology. It examines many of the major areas of applied and experimental psychology. A selection of topics from the following specialty areas are covered: History of Psychology, Research Methods, Biological Psychology, Cognition, Learning, Memory, Human Development, Stress, Emotion, Health Psychology, Personality Theories, Psychopathology, and Social Psychology. Students will apply knowledge of these topics to interpret personal experiences, current events, societal issues, and practical problems.

**Attributes:** HumanBehavSocial Sys (Gen Ed); Social Science (Discovery)

**Equivalent(s):** PSY 501G

**Grade Mode:** Letter Grading

## PSY 470 - Child Development

**Credits:** 4

This course focuses on the development of children from birth to early adolescence. It includes the major developmental theories and perspectives as well as an overview of the research methodology used in the field. Through reflective writing, current research in the areas of physical, cognitive, and social and emotional development is explored in the context of the child's environment.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Equivalent(s):** PSY 508G

**Grade Mode:** Letter Grading

## PSY 480 - Infant and Toddler Development

**Credits:** 4

This course focuses on major theoretical perspectives of child development with particular attention to infant and toddler development. Topics include the physical, social, emotional, and cognitive milestones of the growing child along with factors that contribute to optimal development. There is an emphasis on the importance of creating high quality, safe, and supportive environments as well as on attachment and the role of communication in the development of trust and autonomy. Students observe children to develop strategies for creating and maintaining developmentally appropriate environments. Prior completion of PSY 525 or PSY 470 recommended.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Equivalent(s):** PSY 510G

**Grade Mode:** Letter Grading

## PSY 525 - Human Development

**Credits:** 4

This course focuses on the development of the individual from conception to death. Major developmental theories, milestones, processes, and influences are covered. Research findings about these topics are examined. Growth and development are viewed as products of interacting biological, psychological, and social factors. The risks and opportunities in the developing person's social environment, as well as the application of the theories and research findings, are emphasized.

**Attributes:** HumanBehavSocial Sys (Gen Ed); Social Science (Discovery)

**Equivalent(s):** PSY 509G

**Grade Mode:** Letter Grading

## PSY 530 - Social Psychology

**Credits:** 4

Social Psychology is the scientific study of how individuals, groups, organizations, and culture influence and are influenced by their social environment. This course provides an overview of classic and contemporary work in this field and explores topics such as aggression, attitude formation and change, social thinking, individual and group influence, prejudice, friendships and romantic relationships, leadership, social influence, altruism, and/or conformity.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Equivalent(s):** PSY 502G, PSY 608G

**Grade Mode:** Letter Grading

## PSY 565 - Core Principles of Addiction

**Credits:** 4

This course introduces students to the basic issues discussed by addiction support workers, including the Twelve Core Functions of the alcohol and other drug (AOD) counselor. Students will also have an opportunity to explore the possible professional certifications (e.g., Certified Recovery Support Worker (CRSW), Licensed Alcohol and Drug Counselor (LADC), etc.) within this career. A wide array of topics related to addiction may be discussed in this beginning-level course. Topics may include the economic, political, and/or cultural consequences of addiction and potential consequences of addiction on the individual's relationships, mental health, and physical health.

**Equivalent(s):** PSY 515G

**Grade Mode:** Letter Grading

## PSY 602 - Theories of Personality

**Credits:** 4

This course examines specific theories of personality for the purpose of explaining normal and abnormal development and behavior. Psychoanalytic, trait, humanistic, existential, cognitive, behavioral, and social learning theories, among others, are reviewed and critiqued based on research evidence. Each theory or theoretical perspective is presented in terms of historical context, basic assumptions, and hypothetical constructs. Students explore behaviors and motivations from the perspective of different personality theories. The application of personality theories in helping-profession contexts is introduced.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-

**Equivalent(s):** PSY 602G

**Grade Mode:** Letter Grading

## PSY 603 - Crisis Intervention

**Credits:** 4

This course focuses on crisis theory, methods of crisis intervention, and specific crises that occur with individuals and families such as suicide, unemployment, natural disasters, illness, divorce, and death. Students are expected throughout the course to apply their exploration of theory to their work and life experiences.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or SOCI 410 with a minimum grade of D- or SOC 501G with a minimum grade of D-

**Equivalent(s):** PSY 603G

**Grade Mode:** Letter Grading

**PSY 626 - Educational Psychology****Credits:** 4

This course focuses on the study of teaching and learning, including several theoretical perspectives specific to human and cognitive development. Course topics include motivation, critical thinking, student assessment and achievement, and implications of approaches to each. The course critically examines the relationship between research and education, including the contributions and limitations of measurement in instructional settings and the interplay with educational policy.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** (IDIS 560 with a minimum grade of D- or IDIS 501G with a minimum grade of D-) and (EDC 500 with a minimum grade of D- or EDU 510G with a minimum grade of D- or PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D- or PSY 525 with a minimum grade of D- or PSY 509G with a minimum grade of D-).

**Equivalent(s):** PSY 606G**Grade Mode:** Letter Grading**PSY 630 - Psychology of Adulthood****Credits:** 4

This course is a life-span developmental approach to adulthood in contemporary American society that includes the major theoretical perspectives regarding developmental transitions and age-related tasks. The following topics are included: 1) methodological issues related to the study of development, 2) patterns of stability and change across adulthood with regard to processes such as biological functioning, sensation and perception, cognition, personality, identity, gender and social roles, relationships, career, and mental health, and 3) death and dying as the final stage of life. Students can consider their own development in light of this content.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.

**Equivalent(s):** PSY 615G**Grade Mode:** Letter Grading**PSY 646 - Psychology of Occupational Stress****Credits:** 4

This course focuses on occupational stress research, including the identification of organizational and psychosocial sources of stress. It defines workplace stress and eustress and explores factors including work environments, stress perception, diversity stress, personality, and interpersonal relationships with managers, staff, and co-workers. This course evaluates measurement tools, prevention and remediation strategies for individuals and organizations, and other approaches that create healthy workplaces. Each area is examined from the individual worker's perspective and that of management. Learners apply the major theoretical principles and processes to their own experiences as employees, employers, or military personnel.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** CRIM 410 with a minimum grade of D- or CRIM 500G with a minimum grade of D- or ECO 470 with a minimum grade of D- or ECO 512G with a minimum grade of D- or MGMT 410 with a minimum grade of D- or MGMT 500G with a minimum grade of D- or PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D- or PSY 525 with a minimum grade of D- or PSY 509G with a minimum grade of D- or PSY 502G with a minimum grade of D- or PSY 530 with a minimum grade of D- or SOCI 410 with a minimum grade of D- or SOC 501G with a minimum grade of D-.

**Equivalent(s):** PSY 616G**Grade Mode:** Letter Grading**PSY 654 - Counseling Theories****Credits:** 4

This course provides an overview of counseling theories developed by major theorists. The course examines how both the historical context and the scientific knowledge of the time helped to shape the theories developed during the past century. Research findings evaluating the effectiveness of therapeutic modalities are reviewed. Important elements of the counseling process, which include assessments, confidentiality, the therapeutic alliance, and the impact of funding sources on decision making, are examined.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.

**Equivalent(s):** PSY 604G**Grade Mode:** Letter Grading**PSY 665 - Principles of Assessment****Credits:** 4

This course is a survey of assessment issues and methods for students pursuing studies in education-related fields or the behavioral sciences. Topics include differences between formal and informal assessment and evaluation, reliability and validity, differences between norm-referenced and criterion-referenced tests, development of assessment and evaluation instruments and plans, methods for observing and recording behavior, and how to use assessment information to develop and/or modify programs and environments. NOTE: MTH 402 or MTH 504 is recommended.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D- or PSY 470 with a minimum grade of D- or PSY 508G with a minimum grade of D-.

**Equivalent(s):** PSY 605G**Grade Mode:** Letter Grading**PSY 675 - Foundations of Addictions Counseling****Credits:** 4

This course provides students with an opportunity to study the important theories, strategies, and skills of addictions-related counseling. Topics are derived from the Twelve Core Functions of Addiction Counselors and will include concepts like screening, referral, intake, assessment, crisis management, treatment, recovery, support, and/or client education.

**Prerequisite(s):** PSY 565 with a minimum grade of D- or PSY 515G with a minimum grade of D-.

**Equivalent(s):** PSY 625G**Grade Mode:** Letter Grading**PSY 685 - Principles of Psychopathology****Credits:** 4

The focus of this course is on the societal definitions and impact of abnormal and deviant behavior, and what is considered psychopathology. It examines both how mental illness is recognized and regarded, and how its treatment may vary, in different societies and cultures. It deals with major disorders and personality syndromes considered to be abnormal or deviant and examines the various etiologic factors known or believed to play a role in each of the disorders, considering them from varying perspectives, such as psychoanalytic, cognitive behavioral, biological, and humanistic.

**Attributes:** HumanBehavSocial Sys (Gen Ed)

**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.

**Equivalent(s):** PSY 617G**Grade Mode:** Letter Grading

**PSY 710 - The Biology of Addiction****Credits:** 4

This course introduces the biological mechanisms of substance use and misuse (e.g., nervous system activity, tolerance, withdrawal, and metabolism) and the resulting behavioral and health consequences. Students will also examine the classification of various substances, epidemiological data and trends, the diagnoses and diagnostic criteria of substance use disorders, genetic and biological influences on addiction, and biological theories of addiction. Other potential topics include behavioral addictions (e.g., gambling, eating, video games, or sex) and the effects of drugs on individuals, families, and society.

**Attributes:** Phys Natural World (Gen Ed)**Prerequisite(s):** PSY 410 with a minimum grade of D- or PSY 501G with a minimum grade of D-.**Equivalent(s):** PSY 610G**Grade Mode:** Letter Grading**PSY 725 - Cognitive Psychology****Credits:** 4

This course introduces some of the major topics related to human cognition, including perception, attention, memory, knowledge acquisition, language, problem solving, reasoning, and decision making. Students will explore the historical context, current theories, neurobiological underpinnings, research methods, and empirical research relevant to the field of cognitive psychology. Comprehension will be enhanced through the application of cognitive principles to understand everyday behavior and solve practical problems.

**Attributes:** HumanBehavSocial Sys (Gen Ed); Writing Intensive Course**Prerequisite(s):** IDIS 560 with a minimum grade of D- or IDIS 501G with a minimum grade of D-.**Equivalent(s):** PSY 609G**Grade Mode:** Letter Grading**PSY 740 - Biopsychology****Credits:** 4

This course addresses the relationship between the brain and behavior to provide an overview of the biological basis of thoughts, actions, and feelings. Topics may include basic functional neuroanatomy and physiology, sleeping and dreaming, emotion, biopsychological research methods, learning and memory, development of the brain, sensation and perception, motor control, language and lateralization, substance use and neuropharmacology, emotion, and behavioral health problems (for example, stress-related disorders, anxiety, depression, or schizophrenia) and their pharmacological treatment. Comprehension will be enhanced through the application of biopsychological principles to understand everyday behavior and solve practical problems. NOTE: SCI 490 recommended.

**Attributes:** Phys Natural World (Gen Ed); Writing Intensive Course**Prerequisite(s):** IDIS 560 with a minimum grade of D- or IDIS 501G with a minimum grade of D-.**Equivalent(s):** PSY 601G, SCI 600G**Grade Mode:** Letter Grading**PSY 795 - Integrative Capstone: Internship in Applied Psychology****Credits:** 4

This capstone course is a field-based internship designed to develop and hone the practical application skills of an Applied Psychology major. The course requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the auspices of their faculty mentor. The internship requires documented evidence of eighty hours of supervised experience and practice in a field setting where psychology-related knowledge and skills are applied.

NOTE: Registration for this course, an internship, is by permission of Academic Affairs. Early registration deadlines may apply. Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**Attributes:** Writing Intensive Course**Prerequisite(s):** (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).**Equivalent(s):** BEHS 651G**Grade Mode:** Letter Grading**PSY 797 - Integrative Capstone: Project in Applied Psychology****Credits:** 4

This capstone course in applied psychology requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Students will complete an independent project that requires conducting scholarly research on a chosen topic, critically evaluating the relevant literature, and synthesizing peer-reviewed sources into a scientific paper that conforms to APA formatting standards. Students will become familiar with the APA ethical standards regarding human research, and students choosing to conduct an empirical study collecting data from human participants will be required to undergo a review and approval process by the Institutional Review Board (IRB). Prior to capstone enrollment, students are expected to complete the majority of their required major courses. Students should consult with their advisor regarding specific major courses that may be completed with their capstone. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**Attributes:** Writing Intensive Course**Prerequisite(s):** (CRIT 602 with a minimum grade of D- or CRIT 602G with a minimum grade of D- or CRIT 502G with a minimum grade of D-) and (IDIS 601 with a minimum grade of D- or IDIS 601G with a minimum grade of D-).**Equivalent(s):** BEHS 650G**Grade Mode:** Letter Grading