

Department of Psychology

Professor: Leonard A. Doerfler; *Associate Professors:* Leamarie Gordon (Chairperson), Maria Kalpidou, Regina Kuersten-Hogan, Karen Lionello-DeNolf, Maria Parmley, Adam Volungis, Fang Zhang; *Assistant Professors:* Amy Cirillo, Meltem Karaca, Nicole Pantano; *Visiting Assistant Professors:* Hannah Smith; *Lecturers:* Jillian Crawley, Lynne Flanagan-Tsombakos, Rachael Hickey, Matthew Page-Shelton, Johanna Sagarin.

MISSION STATEMENT

Psychology is a science concerned with mind and behavior. The psychology program introduces students to a variety of ways to understand cognition, emotion, and behavior. In addition, the program prepares students for various career paths within psychology human service jobs, graduate study, or in other professions (business, education, public service). The curriculum requires students to sample from diverse courses that provide the foundation for understanding the major concepts and theoretical perspectives of psychology. Students also develop skills for understanding and conducting psychological research. The curriculum promotes personal growth and development and challenges students to critically evaluate complex social issues. Students can explore opportunities for independent research and work in supervised fieldwork placements. The department apprises students of the many fields with which psychology shares borders of concern and inquiry in the pursuit of knowledge.

DESCRIPTION OF THE PROGRAM

The goal of our program is to introduce students to the breadth of the discipline and give them the opportunity to develop competence, both as scientists and practitioners. As a consequence, our curriculum requires students to sample from core courses like developmental psychology, social psychology, cognitive psychology, and psychological disorders. Students are also required to complete courses to provide the foundation for conducting psychological research. In addition, students are given the opportunity to explore more specialized areas within the field like human neuroscience, child psychopathology, interpersonal communication, stereotypes and prejudice, or psychology of women. Students are encouraged to explore opportunities for independent research with faculty members and work in supervised fieldwork placements where psychological services are provided. Likewise, students are encouraged to work closely with a member of the psychology faculty to develop a program that will best satisfy their intellectual, vocational, and personal interests.

LEARNING OUTCOMES

We expect that our students will develop a strong psychological knowledge base, sharpen their critical thinking and communication skills, understand psychological applications and research methods, develop a socio-cultural awareness, and plan effectively for their career, academic, and personal futures.

MAJOR IN PSYCHOLOGY (12)

FOUNDATION COURSE (1)

PSY 101 General Psychology (normally taken in the first year)

RESEARCH SEQUENCE (2)

PSY 224 Statistics (normally taken the fall of sophomore year)

PSY 225 Research Methods in Psychology (normally taken in the spring of the sophomore year)

CORNERSTONE COURSES (4)

Students must choose one 200-level course from each of the four cornerstones.

Social/Developmental Cornerstone (1)

PSY 210 Social Psychology
PSY 290 Psychology of Development: Infancy and Childhood

Biological Cornerstone (1)

PSY 250 Perception or
PSY 251 Introduction to Brain and Behavior

Mental Health Cornerstone (1)

PSY 216 Psychological Disorders or
PSY 240 Psychology of Personality

Cognition and Learning Cornerstone (1)

PSY 252 Cognitive Psychology or
PSY 253 Psychology of Learning

CAPSTONE SEMINAR (1)

Students must complete one 400-level capstone seminar course from among:

PSY 409 Common Problems in Childhood
PSY 416 Abnormal Child and Adolescent Psychology
PSY 425 Clinical Psychology
PSY 403 Cognitive Neuroscience
ABA 450 Advanced Topics in Applied Behavior Analysis

Students are encouraged to choose a 400-level seminar course that builds off a cornerstone course they have previously taken. It is important to take the appropriate prerequisites before registering for a 400-level seminar.

ELECTIVE COURSES (4)

Students must take four additional courses from any area; at least two must be 300 level or higher, from among:

Any additional cornerstone or seminar course
PSY 212 Sports Psychology
PSY 217 Psychology of Women
PSY 218 Cultural Psychology
PSY 220 Interpersonal Communication
PSY 281 Psychology of Adolescence and Maturity
PSY 285 Women's Studies I: Images
PSY 301 Internship in Psychology
PSY 335 Motivation and Emotion
PSY 383 Introduction to Autism Spectrum Disorder
PSY 392 Raising Happy and Successful Children
PSY 396 Forensic Psychology
PSY 399 Independent Study
ABA 340 Introduction to Behavior Analysis and Therapy
ABA 350 Survey of Behavioral Interventions

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY

The following plan is recommended for psychology majors. It prepares students for the workforce or for graduate school. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year and to discuss opportunities with faculty who teach courses in areas of interest.

First Year

Fall	Spring
PSY 101 General Psychology	One Social/Developmental Cornerstone (PSY 210, PSY 290) OR One Mental Health Cornerstone (PSY 216, PSY 240)

Sophomore Year

Fall	Spring
One Social/Developmental Cornerstone (PSY 210, PSY 290) OR one Mental Health Cornerstone (PSY 216, PSY 240) (Recommended or Spring sophomore year)	Biological Cornerstone (PSY 250, PSY 251) AND/OR Cognition and Learning Cornerstone (PSY 252, PSY 253)
PSY 224 Statistics (Recommended or Spring sophomore year)	PSY 225 Research Methods (Recommended or Fall junior year)
Psychology Elective 200-level (Fall or Spring)	

Junior Year

Fall	Spring
Biological Cornerstone (PSY 251) AND/OR Cognition and Learning Cornerstone (PSY 252, PSY 253) (Recommended or Spring junior year)	Psychology Elective 300+-level
Psychology Elective 300+-level (or 200+-level)	Psychology Elective 200+-level (or 300+-level)

Senior Year

Fall	Spring
Capstone Seminar (Fall or Spring)	

ADVISING TIPS FOR THE MAJOR IN PSYCHOLOGY

- Although 12 courses are required for the major, students may take up to 14 psychology courses.
- Students may begin to explore the major by taking PSY 101, which is a prerequisite to some research courses (PSY 225, PSY 390) and some cornerstone courses (PSY 250, PSY 251, PSY 252).
- If students have AP credit for PSY 101 they should begin to explore the major by taking any cornerstone course without a prerequisite in the fall of their first year (PSY 210, PSY 290, PSY 216, PSY 240, PSY 253).
- Students must complete the research courses in the sequence of PSY 224, PSY 225. We recommend students take the courses in consecutive semesters, unless they study abroad. PSY 225 is a prerequisite to PSY 390 and PSY 391, which may be taken as upper-level electives.
- At least one course from each cornerstone is offered every semester. More than one cornerstone course can be taken at the same time.
- If students are thinking about the neuroscience of human behavior concentration, but are not sure yet, they should take PSY 251 Introduction to Brain and Behavior in their sophomore year and should take BIO 160 in their freshman or sophomore year.
- If students are thinking about the neuroscience major with a psychology pathway, they should consult the psychology department chairperson as soon as possible, and must enroll in BIO 160 during the first year.
- Capstone Seminar courses allow students to go into greater depth in various areas of psychology and have at least one cornerstone course prerequisite (most capstone seminars are offered either in the fall or the spring and students need to plan ahead).
- PSY 301 Internship in Psychology is only offered in the spring semester. Students are encouraged to take this course in the spring of the junior year, if possible, to help guide career planning for entering the workforce or graduate school. There

is mandatory internship planning that takes place in the Fall semester prior to the Internship course. Students in the Mental Health or Child and Adolescent Development concentrations are required to take PSY 301 Internship.

- In consultation with a faculty mentor, students may take independent study (PSY 399) to gain more research experience in the field.
- ABA courses count as elective courses in the psychology major (PSY 253 is a prerequisite to all ABA courses).
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY LEAD?

The websites of the American Psychological Association and the Association for Psychological Science offer a wealth of information about the current state of the field and career paths.

Current topics:

<http://www.apa.org/topics/index.aspx>

<https://www.psychologicalscience.org/topics/research-topics>

Career paths:

<http://www.apa.org/careers/resources/guides/index.aspx>

Learn more about ABA:

<https://www.abainternational.org/about-us/behavior-analysis.aspx>

<https://www.bacb.com/about-behavior-analysis/>

Join the psychology club or follow us on Facebook and Twitter:

<https://twitter.com/AssumptionUPsy>

<https://www.facebook.com/AssumptionUMAPsychology/>

MAJOR IN PSYCHOLOGY

WITH A CONCENTRATION IN NEUROSCIENCE OF HUMAN BEHAVIOR (13)

This concentration focuses the psychology major on courses relevant to the interactions of brain function, cognition, and behavior. This concentration is ideal for students interested in applying to graduate programs in psychology, neuroscience, or certain clinical programs focused on the biological basis of psychopathology. The major can be combined with further study in the natural sciences, and with careful planning it is possible to pursue a second major or a minor in one of these disciplines. Students who choose this concentration are also encouraged to do internships or independent studies in laboratories studying psychophysiology, neurobiology, or the biological basis of behavior.

REQUIRED COURSES (13)

All the courses below are required. It is highly recommended that interested students declare this major by the end of their sophomore year. Students are advised to take the required Biology courses in their sophomore and junior year, beginning with BIO 160 as soon as possible. Students are further recommended to take PSY 251: Introduction to Brain and Behavior (offered in the fall and spring) in their sophomore year, and to complete the Neuroscience Capstone in their senior year.

FOUNDATION COURSES (7)

PSY 101 General Psychology

PSY 250 Perception

PSY 251 Introduction to Brain and Behavior

PSY 252 Cognitive Psychology

BIO 160 Concepts in Biology (+ lab; 4-credit)

BIO 280 Sensory Systems (+ lab; 4-credit)

PHI 302 Person, Mind, and Brain

RESEARCH SEQUENCE (3)

- PSY 224 Statistics
- PSY 225 Research Methods
- PSY 391 Experimental Techniques in Human Neuroscience (+ lab; 4-credit)

PSYCHOLOGY CORNERSTONE COURSES (2)

Social Developmental Cornerstone (1)

- PSY 210 Social Psychology
- PSY 290 Psychology of Development: Infancy and Childhood

Mental Health Cornerstone (1)

- PSY 216 Psychological Disorders
- PSY 240 Psychology of Personality

NEUROSCIENCE CAPSTONE (1)

- PSY 402 Social and Affective Neuroscience
- PSY 403 Cognitive Neuroscience

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN NEUROSCIENCE OF HUMAN BEHAVIOR

The following plan is recommended for psychology majors with a concentration in neuroscience of human behavior. It prepares students for the workforce or for graduate school, though to work within the field of neuroscience a graduate degree is almost always required. The concentration is designed so that students reap all the benefits of a major in psychology while focusing their study on topics relevant to neuroscience, as well as gaining some interdisciplinary expertise through the biology requirements. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	PSY 250 Perception

Sophomore Year

Fall	Spring
PSY 224 Statistics	PSY 225 Research Methods
PSY 251 Introduction to Brain and Behavior	PHI 302 Person, Mind, and Brain
BIO 160 Concepts in Biology (+ lab)	

Junior Year

Fall	Spring
PSY 391 Experimental Techniques in Human Neuroscience (+ lab)	PSY 210 Social Psychology -OR- PSY 290 Psychology of Development
BIO 280 Sensory Systems (+ lab)	
PSY 216 Psychological Disorders -OR- PSY 240 Psychology of Personality	
PSY 252 Cognitive Psychology	

Senior Year

Fall	Spring
	PSY 403 Cognitive Neuroscience -OR- PSY 402 Social and Affective Neuroscience

ADVISING TIPS FOR THE PSYCHOLOGY MAJOR WITH A CONCENTRATION IN NEUROSCIENCE OF HUMAN BEHAVIOR

- Although 13 psychology courses are required for the major, students can take up to 14 psychology courses.
- Please note: The Foundation courses are designed to build up to PSY 402 or PSY 403; thus, while some students do take these courses in their junior year, it is ideal to take them senior year.
- Students may begin to explore the major by taking PSY 101, which is a prerequisite to some research courses (PSY 225, PSY 391) and some cornerstone courses (PSY 250, PSY 251, PSY 252).
- Students may also begin to explore the major by taking any cornerstone course without a prerequisite (PSY 210, PSY 290, PSY 216, PSY 240).
- Students must complete the research courses in the sequence of PSY 224, PSY 225, PSY 391. We recommend students take the courses in consecutive semesters, unless they study abroad.
- In consultation with a faculty mentor, students may take independent study (PSY 399) to gain more research experience in the field.
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.
- Students pursuing this concentration are encouraged to explore the offerings of our Center for Neuroscience and to get involved in the new student-run neuroscience club.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN NEUROSCIENCE LEAD?

The websites of the American Psychological Association, the Association for Psychological Science, and the Society for Neuroscience offer a wealth of information about the current state of the field and career paths.

Current topics:

<http://www.apa.org/topics/index.aspx>

<https://www.psychologicalscience.org/topics/research-topics>

Career paths:

<http://www.apa.org/careers/resources/guides/index.aspx>

<https://www.sfn.org/careers>

<https://www.cogneurosociety.org/newsletter/>

<https://socialaffectiveneuro.org/job-board/>

Join the psychology club or follow us on Facebook and Twitter

<https://twitter.com/AssumptionUPsy>

<https://www.facebook.com/AssumptionUMAPsychology/>

Join the neuroscience club or follow us on Facebook and Twitter.

<https://twitter.com/assumptionneuro>

https://www.instagram.com/assumption_neuroscience/

MAJOR IN PSYCHOLOGY

WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT (13)

This Major in Psychology with a Concentration in Child and Adolescent Development trains students in the major areas of human development, including physical, cognitive, perceptual, social, personality, and emotional development, and exposes students to theory, research, and application of the developmental psychology field. In addition to a broad foundation in psychology across the lifespan, the coursework allows students to focus on the earlier developmental periods (e.g. childhood and adolescence). Students also have opportunities to take courses that focus on typical (e.g., common problems in childhood) and atypical development (e.g., abnormal child and adolescent development), as well as optimal functioning (e.g., raising happy and successful children, family psychology). This major is ideal for providing students with the background to pursue graduate degrees in a variety of areas such as Developmental Psychology, Human Development, Family Studies, Applied Behavior Analysis, School Psychology, Special Education, Counseling Psychology, Social Work, School Counseling, and Child Life programs. Many psychology-based graduate programs require a strong foundation in psychological theory and research and this major prepares

students for such programs. The coursework also provides the research, conceptual, and applied background for students who may seek employment in organizations (e.g., schools or agencies) that work with children and adolescents that may or may not have developmental psychopathology or impairments.

REQUIRED COURSES

All the below courses are required. In addition to these, students will need to take one additional Psychology elective to complete the Psychology major with this concentration. It is highly recommended that interested students declare this major by the end of sophomore year. Please note that students in this concentration must take Internship in the Spring of junior or senior year, and this requires advance planning the prior fall.

FOUNDATION COURSE (1)

PSY 101 General Psychology

RESEARCH SEQUENCE (2)

PSY 224 Statistics

PSY 225 Research Methods

FOUNDATION IN PSYCHOLOGY AND CHILD AND ADOLESCENT DEVELOPMENT (6)

(Completing these foundation courses fulfills the cornerstone psychology major requirements)

PSY 216 Psychological Disorders

PSY 281 Psychology of Adolescence and Maturity

PSY 250 Perception OR PSY 251 Introduction to Brain and Behavior

PSY 253 Psychology of Learning

PSY 290 Psychology of Development: Infancy and Childhood

PSY 301 Internship in Psychology (Internship is offered in Spring. Placements must be approved by the course instructor during the preceding Fall semester.)

CHILD AND ADOLESCENT DEVELOPMENT CAPSTONE SEMINAR (1)

PSY 409 Common Problems in Childhood

PSY 416 Abnormal Child and Adolescent Psychology

CHILD AND ADOLESCENT DEVELOPMENT ELECTIVE COURSES (1)

PSY 383 Introduction to Autism Spectrum Disorder

PSY 386 Psychology of Aging

PSY 392 Raising Happy and Successful Children

PSY 399 Independent Study (topic approved by department chairperson)

PSY 408 Family Psychology (unless taken as Capstone)

PSY 409 Common Problems in Childhood (unless taken as Capstone)

PSY 416 Abnormal Child and Adolescent Psychology (unless taken as Capstone)

TWO ADDITIONAL PSYCHOLOGY ELECTIVES (2)

Students must take two additional PSY or ABA designated courses, one numbered 200 or higher, one numbered 300 or higher.

RECOMMENDED COURSES IN OTHER DISCIPLINES:

ABA 340 Introduction to Behavior Analysis and Therapy

ABA 350 Survey of Behavioral Interventions

ENG 263 Children's Literature

EDU 260 Teaching Students with Special Needs

EDU 265 Effective Classroom Management

HUS 235 Normal Speech and Language Development

HUS 241 Prevention and Intervention: Models and Approaches with Youth

HUS 321 Social Skill Development for Youth

HUS 421 Loss and Bereavement Across the Lifespan

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT

The following plan is recommended for psychology majors with a concentration in child and adolescent development. It prepares students for the workforce or for graduate school in the field of child and adolescent development. The major with the concentration is designed so that students reap all the benefits of a major in psychology while focusing their study on topics relevant to child and adolescent development, as well as gaining some internship experience within the field. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	Psychology of Development: Infancy and Childhood (PSY290) OR Psychology of Adolescence and Maturity (PSY 281)

Sophomore Year

Fall	Spring
Psychology of Development: Infancy and Childhood (PSY290) OR Psychology of Adolescence and Maturity (PSY 281) (Fall or Spring)	Psychological Disorders (PSY216) (Fall or Spring)
PSY 224 Statistics (Recommended or Spring sophomore year)	PSY 225 Research Methods (Recommended or Fall junior year)

Junior Year

Fall	Spring
Biological Cornerstone (PSY 251) AND/OR Psychology of Learning (PSY 253)	Biological Cornerstone (PSY 250, PSY251) AND/OR Psychology of Learning (PSY 253)
Psychology Elective 200+-level (Fall or Spring)	Internship in Psychology (PSY 301)

Senior Year

Fall	Spring
Child and Adolescent Development Capstone Seminar (Fall or Spring)	Biological Cornerstone (PSY 250, PSY251) AND/OR Psychology of Learning (PSY 253)
Child and Adolescent Development Elective (Fall or Spring)	Psychology Elective 300+-level (Fall or Spring)

ADVISING TIPS FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT

- Although 13 courses are required for the major, students may take up to 14 psychology courses.
- Students can begin to explore the major by taking any course that counts toward this major and concentration that does not have a prerequisite in the fall of their first year (PSY 101, PSY 210, PSY 281, PSY 290, PSY 216, PSY 240, PSY 253). Students entering with AP credit for PSY 101 should plan to take PSY 290 or PSY 281 in their first year.

- Students must complete the research courses in the sequence of PSY 224, PSY 225. We recommend students take the courses in consecutive semesters unless they study abroad. PSY 225 is a prerequisite to PSY 390 and PSY 391, which may be taken as upper-level electives.
- At least one course from each cornerstone is offered every semester. More than one cornerstone course may be taken at the same time.
- Child and Adolescent Development Capstone Seminar courses allow students to go into greater depth in the field of child and adolescent development and have course prerequisite(s) (most capstone seminars are offered either in the fall or the spring and students need to plan ahead).
- PSY 301 Internship in Psychology is currently only offered in the spring semester. Students are encouraged to take this course in the spring of the junior year to help guide career planning for entering the workforce or graduate school. This course required planning in the prior fall and permission by the chair to enroll.
- Students may take an independent study (PSY 399) to gain more research experience. If this course is used to fulfill the upper-level elective requirement, the topic and mentor must be approved by the department chair.
- ABA courses count as elective courses (PSY 253 is a prerequisite to all ABA courses).
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT LEAD?

The websites of the American Psychological Association and the Association for Psychological Science offer a wealth of information about the current state of the field and career paths.

Current topics:

<https://www.apa.org/action/science/developmental/index>
<http://www.apa.org/topics/index.aspx>
<https://www.psychologicalscience.org/topics/research-topics>

Career paths:

<https://careersinpsychology.org/what-is-developmental-psychology/>
<https://www.apa.org/action/science/developmental/education-training>
<https://www.apa.org/action/science/counseling>
<http://www.apa.org/careers/resources/guides/index.aspx>

Learn more about ABA:

<https://www.abainternational.org/about-us/behavior-analysis.aspx>

Join the psychology club or follow us on Facebook and Twitter

<https://twitter.com/AssumptionUPsy>
<https://www.facebook.com/AssumptionUMAPsychology>

MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING (13)

The Major in Psychology with a Concentration in Mental Health and Pre-Clinical Counseling is designed for Psychology majors with a particular interest in clinical or counseling psychology or clinical social work. The concentration lays a solid foundation in coursework, research, and field experiences to help students decide if they wish to apply to a graduate program and obtain licensure to practice in a clinical field (e.g., Clinical Psychology, Counseling Psychology, Social Work, etc.). Students will pursue coursework, applied work, and research emphasizing clinical psychology as a science, and the best practices for diagnosis and treatment within the scientific paradigm. Students will be prepared for entry level positions related to the field of psychology, and also prepared for entry into graduate study in areas such as social work, counseling, school psychology and clinical psychology. Courses will include Psychological Disorders, Internship in Psychology, and an advanced seminar in Clinical Psychology.

REQUIRED COURSES (13)

All the below courses are required. In addition to these, concentrators will need to take one additional Psychology elective to complete the Psychology major. It is highly recommended that interested students declare this major by the end of sophomore year.

FOUNDATION COURSE (1)

PSY 101 General Psychology

RESEARCH SEQUENCE (2)

PSY 224 Statistics

PSY 225 Research Methods

FOUNDATIONS IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING (6)

(Completing these foundation courses fulfills the cornerstone psychology requirements)

PSY 210 Social Psychology OR PSY 290 Psychology of Development: Infancy and Childhood

PSY 216 Psychological Disorders

PSY 251 Introduction to Brain and Behavior

PSY 253 Psychology of Learning

PSY 301 Internship in Psychology (internship is offered in Spring. Internship placements must be approved by the course instructor during the preceding Fall semester)

PSY 425 Clinical Psychology (Capstone)

SOCIAL, EMOTIONAL, AND CULTURAL INFLUENCES (1)

PSY 217 Psychology of Women

PSY 218 Cultural Psychology

PSY 220 Interpersonal Communication

PSY 240 Psychology of Personality

PSY 335 Motivation and Emotion

ADVANCED MENTAL HEALTH AND PRE-CLINICAL COUNSELING ELECTIVE (1)

PSY 383 Introduction to Autism Spectrum Disorder

PSY 396 Forensic Psychology

PSY 399 Independent Study (topic approved by department chair)

PSY 409 Common Problems in Childhood

PSY 416 Abnormal Child and Adolescent Psychology

ABA 340 Introduction to Behavior Analysis and Therapy

ABA 350 Survey of Behavioral Interventions

TWO ADDITIONAL PSYCHOLOGY ELECTIVES (2)

Students must take two additional PSY or ABA designated courses. One must be 200 level or higher. One must be 300 level or higher.

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING

The following plan is recommended for psychology majors with a concentration in mental health and pre-clinical counseling. It prepares students for the workforce or for graduate school in the field of mental health and clinical counseling. The concentration is designed so that students reap all the benefits of a major in psychology while focusing their study on topics relevant to mental health, as well as gaining some internship experience within the field. The major is flexible to accommodate study abroad and

students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	Psychological Disorders (PSY 216) (Spring or Fall of Sophomore year)

Sophomore Year

Fall	Spring
Psychology of Development: Infancy and Childhood (PSY 290) -OR- Social Psychology (PSY 210) (Fall or Spring)	Intro to Brain and Behavior (PSY 251) AND/OR Psychology of Learning (PSY 253)
PSY 224 Statistics (Recommended or Spring sophomore year)	PSY 225 Research Methods (Recommended or Fall junior year)

Junior Year

Fall	Spring
Intro to Brain and Behavior (PSY 251) AND/OR Psychology of Learning (PSY 253)	Social, Emotional, and Cultural Influences Course (Fall or Spring)
Psychology Elective 200+-level (Fall or Spring)	Internship in Psychology (PSY 301)

Senior Year

Fall	Spring
Clinical Psychology (Fall or Spring)	Psychology Elective 300+-level (Fall or Spring)
Advanced Mental Health and Pre-Clinical Counseling Elective (Fall or Spring)	

ADVISING TIPS FOR THE MAJOR IN PSYCHOLOGY

WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING

- Although 13 courses are required for the major, students can take up to 14 psychology courses.
- Students may begin to explore the major by taking PSY 101, or any course that counts toward the major without a prerequisite (PSY 216, PSY 210, PSY 253, PSY 290). Students entering with AP credit for PSY 101 should plan to take PSY 216 in their first year.
- Students must complete the research courses in the sequence of PSY 224, PSY 225. We recommend students take the courses in consecutive semesters unless they study abroad. PSY 225 is a prerequisite to PSY 390 and PSY 391, which may be taken as upper-level electives.
- At least one course from each cornerstone is offered every semester. More than one cornerstone course can be taken at the same time.
- Advanced courses (300+) allow students to go into greater depth in the field and may have course prerequisites (most 400 level capstone seminars are offered either in the fall or the spring and students need to plan ahead).
- PSY 301 Internship in Psychology is currently only offered in the spring semester. Students are encouraged to take this course in the spring of the junior year to help guide career planning for entering the workforce or graduate school. This course required planning in the prior fall and permission by the chair to enroll.
- Students may take an independent study (PSY 399) to gain more research experience. If this course is used to fulfill the upper-level elective requirement, the topic and mentor must be approved by the department chair.
- ABA courses count as elective courses (PSY 253 is a prerequisite to all ABA courses).
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING LEAD?

The websites of the American Psychological Association and the Association for Psychological Science offer a wealth of information about the current state of the field and career paths.

Current topics:

<https://www.apa.org/action/science/clinical/index>

<http://www.apa.org/topics/index.aspx>

<https://www.psychologicalscience.org/topics/research-topics>

Career paths:

<https://www.learnpsychology.org/clinical-psychology/>

<https://www.apa.org/action/science/counseling>

<http://www.apa.org/careers/resources/guides/index.aspx>

Learn more about ABA:

<https://www.abainternational.org/about-us/behavior-analysis.aspx>

Join the psychology club or follow us on Facebook and Twitter

<https://twitter.com/AssumptionUPsy>

<https://www.facebook.com/AssumptionUMAPsychology/>

MAJOR IN NEUROSCIENCE WITH A PSYCHOLOGY PATH (16)

A Major in Neuroscience utilizes an interdisciplinary approach to empower students to:

- Develop and refine skills of inquiry with a focus on the brain and mind;
- Gain a strong understanding of classic and contemporary findings in neuroscience;
- Comprehend and appreciate the dynamic, multidisciplinary nature of this field;
- Ask thoughtful questions and strategically select approaches to answer questions;
- Develop informed hypotheses and design/execute experiments to test hypotheses;
- Critically analyze data and determine if data supports hypotheses, and
- Explore philosophical questions about the nature of human life, consciousness, and free will.

Neuroscience explores the complex interactions between the distinct aspects of brain, mind, and behavior. The Major in Neuroscience engages students through a holistic, interdisciplinary approach rooted in rigorous science and augmented by philosophical perspectives that address the brain, mind, and human nature. In addition, students are encouraged to engage in activities offered by the Center for Neuroscience (CfN), which include research internships, an interdisciplinary lecture series, and community service. Students who major in neuroscience will be prepared to pursue careers in industry, health professions, and graduate studies within the field of neuroscience. The Major in Neuroscience with a Psychology Path features curriculum that explores concepts related to human neuroscience, namely:

1. Neuroanatomy and function of the nervous system
2. Neural mechanisms of human perception, thought, and behavior
3. How context, environment, experience, and brain function interact to influence human behavior
4. Developmental, neurological, and psychiatric disorders
5. Familiarity and experience with experimental designs and tools used to study human neuroscience
6. Philosophical conversations about the relationship between brain and mind, free will and human consciousness.

REQUIRED COURSES (16)

All the below courses are required. It is highly recommended that interested students declare this major by the end of their sophomore year. Students are encouraged to reach out to the Psychology Department chairperson early to discuss course

planning. Students must take BIO 160 during the first year. Students are advised to take additional Biology courses in their sophomore and junior year. Students are further recommended to take PSY 251: Introduction to Brain and Behavior (offered in the fall and spring) in their sophomore year, and to complete the Neuroscience Capstone in their senior year.

FOUNDATIONS IN HUMAN NEUROSCIENCE COURSES (9)

PSY 101 General Psychology
PSY 250 Perception
PSY 251 Introduction to Brain and Behavior
PSY 252 Cognitive Psychology
PSY 335 Motivation and Emotion
BIO 160 Concepts in Biology (+ lab; 4-credit)
BIO 280 Sensory Systems (+ lab; 4-credit)
BIO 415 Principles of Neuroscience (+ lab; 4-credit)
PHI 302 Person, Mind, and Brain

ONE OF THE FOLLOWING BIO COURSES (1)

BIO 375 Milestones in Neuroscience (3-credit; no lab)
BIO 310 Animal Behavior (+ lab; 4 credit)

RESEARCH SEQUENCE (3)

PSY 224 Statistics
PSY 225 Research Methods
PSY 391 Experimental Techniques in Human Neuroscience (+ lab; 4-credit)

NEUROSCIENCE CAPSTONE (1)

PSY 402 Social and Affective Neuroscience
or
PSY 403 Cognitive Neuroscience

ELECTIVES (2)

Any PSY course (200-level or above)
Any BIO course (numbered 212 or higher)
MAT 117 Calculus I
CSC 117 Introduction to Programming

RECOMMENDED BUT NOT REQUIRED

MAT 117 Calculus I (if not taken as elective)
CSC 117 Introduction to Programming (if not taken as elective)
PHI 152 The Human Difference OR PHI 153 Book of Nature
THE 151 Faith and Reason

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN NEUROSCIENCE WITH A PSYCHOLOGY PATH

The following plan is recommended for neuroscience majors with a psychology path. It prepares students for the work force or for graduate school, though to work within the field of neuroscience a graduate degree is almost always required. The major is designed so that students reap all of the benefits of interdisciplinary expertise. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	PSY 250 Perception
BIO 160 Concepts in Biology (+ lab)	Strongly Recommended: PHI 152 The Human Difference -OR- PHI 153 The Book of Nature

Sophomore Year

Fall	Spring
PSY 224 Statistics	PSY 225 Research Methods
PSY 251 Introduction to Brain and Behavior	PHI 302 Person, Mind, and Brain
BIO 280 Sensory Systems (+ lab)	

Junior Year

Fall	Spring
PSY 391 Experimental Techniques in Human Neuroscience (+ lab)	PSY 335 Motivation and Emotion
BIO 310 Animal Behavior (if BIO 372 not taken in Spring)	BIO 372 Milestones in Neuroscience (if BIO 310 not taken in Fall)
PSY 252 Cognitive Psychology	

Senior Year

Fall	Spring
BIO 415 Principles of Neuroscience (+ lab)	PSY 403 Cognitive Neuroscience -OR- PSY 402 Social and Affective Neuroscience
Elective I	Elective II

ADVISING TIPS FOR THE PSYCHOLOGY NEUROSCIENCE MAJOR

- Please note: This is one example of a course sequence for this major. There are different possibilities; planning should be done carefully in consultation with the department chair.
- In order to fulfill BIO requirements in time, prerequisites for BIO 280 must be met in time for BIO 280 to be taken in the fall of Sophomore year.
- BIO 372 is now offered every other fall.
- In preparation for PHI 302 Person, Mind, and Behavior, it is strongly recommended that students take PHI 152 The Human Difference or PHI 153 The Book of Nature.
- Students are advised to take no more than two laboratory courses in a given semester.
- If students elect to take three additional courses in BIO, then they will be able to add a BIO minor.
- Programming (learned in CSC 117) is a valuable skill in many graduate programs and careers that explore human neuroscience.
- Students may take PSY 399 Independent Study as an elective to gain more research experience.
- Students may begin to explore the major by taking PSY 101 or BIO 160, which is a prerequisite to several research courses (PSY 225, PSY 391), PSY courses (PSY 250, PSY 251, PSY 252), and BIO courses (BIO 280).
- Students may also begin to explore the major by taking any cornerstone course without a prerequisite (PSY 210, PSY 290, PSY 216, PSY 240).
- Students must complete the research courses in the sequence of PSY 224, PSY 225, PSY 391. We recommend students take the courses in consecutive semesters, unless they study abroad.
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.
- Majors are encouraged to explore the offerings of our Center for Neuroscience and to get involved in the new student-run neuroscience club.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY NEUROSCIENCE LEAD?

The websites of the American Psychological Association, the Association for Psychological Science, and the Society for Neuroscience offer a wealth of information about the current state of the field and career paths.

Current topics:

<http://www.apa.org/topics/index.aspx>

<https://www.psychologicalscience.org/topics/research-topics>

Career paths:

<http://www.apa.org/careers/resources/guides/index.aspx>

<https://www.sfn.org/careers>

<https://www.cogneurosociety.org/newsletter/>

<https://socialaffectiveneuro.org/job-board/>

Join the psychology club or follow us on Facebook and Twitter

<https://twitter.com/AssumptionUPsy>

<https://www.instagram.com/AssumptionUMAPsychology/>

<https://www.facebook.com/AssumptionUMAPsychology/>

Join the Neuroscience Club or follow us on Facebook and Twitter

<https://twitter.com/assumptionneuro>

MINOR IN PSYCHOLOGY (6)

To complete a minor in Psychology students must complete six Psychology courses: PSY 101, one course from each of the four cornerstones, and one elective.

REQUIRED COURSE (1)

PSY 101 General Psychology

CORNERSTONE COURSES (4)

Students must choose one 200-level course from each of the four cornerstones.

Social/Developmental Cornerstone (1)

PSY 210 Social Psychology

PSY 290 Psychology of Development Infancy and Childhood

Biological Cornerstone (1)

PSY 250 Perception

PSY 251 Introduction to Brain and Behavior

Mental Health Cornerstone (1)

PSY 216 Psychological Disorders

PSY 240 Psychology of Personality

Cognition and Learning Cornerstone (1)

PSY 252 Cognitive Psychology

PSY 253 Psychology of Learning

ONE ELECTIVE (1)

Students must take one additional course from any area: elective, cornerstone, or seminar.

MINOR IN APPLIED BEHAVIOR ANALYSIS (6)

Applied Behavior Analysis (ABA) is the application of principles of learning and behavior used to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA is relevant to human behavior in a variety of contexts, including developmental and intellectual disabilities, autism spectrum disorder, general and special education, clinical psychology, medicine, counseling, job effectiveness, business, animal training, sports training, environmental protection, exercise and health, criminology, and other areas. The Minor in ABA provides an introduction to behavior-analytic theory and methods for assessment and intervention; it complements coursework in the Education, Human Services, and Psychology majors. Given the prevalence of developmental and intellectual disabilities in society, the minor may also be of interest to students in other majors, such as Business Studies, Biology, and Criminology. Students who complete undergraduate courses in ABA will learn how to effectively apply behavior-analytic procedures to solve behavioral problems that occur in their professional and personal lives. Students interested in pursuing the Minor in ABA are encouraged to talk with the ABA Program Director as well as work with their academic advisor to plan their course of study.

REQUIRED COURSES (5)

PSY 253 Psychology of Learning

ABA 340 Introduction to Behavior Analysis and Therapy

ABA 350 Survey of Behavioral Interventions

ABA 450 Advanced Topics in Applied Behavior Analysis

PSY 301 Internship, as approved by the ABA Program Director. HUS 400 or HUS 490 may be substituted in some circumstances if the student's experience is focused on ABA and with approval by the ABA Program Director.

ELECTIVE (1)

Students are encouraged to choose an elective outside of their major field of study.

EDU 101 Schools in American Society

EDU 260 Teaching Students with Special Needs

EDU 265 Effective Classroom Management

HUS 119 Introduction to Health and Human Services

HUS 121 Human Development and Disability across the Lifespan

HUS 225 Introduction to Human Communication and Its Disorders

HUS 321 Social Skills Development Strategies for Youth

PSY 101 General Psychology

PSY 216 Psychological Disorders

PSY 290 Psychology of Development: Infancy and Childhood

PSY 220 Interpersonal Communication

PSY 225 Research Methods in Psychology

PSY 383 Introduction to Autism Spectrum Disorder

PSY 409 Common Problems in Childhood

PSY 416 Abnormal Child and Adolescent Psychology

Recommended but not required: HUS 331

The recommended course sequence includes taking PSY 253 during the sophomore year, ABA 340 and ABA 350 during the junior year, PSY 301 in the junior or senior year, and ABA 450 in the senior year.

CONCENTRATION IN PRE-OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical master's degree in Occupational Therapy. The Concentration in Pre-Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Occupational Therapy have majored in Biology, Health and Human Services, or Psychology and many of the courses required for the concentration are also required for completion of these majors.

REQUIRED COURSES (10)

HUS 125 Professional Orientation to Physical and Occupational Therapy (Spring)
HUS 345 Occupational Therapy: Occupation, Theory, Intervention and Assessment Across the Lifespan (Fall)
BIO 160 Concepts in Biology (Fall/Spring)
BIO 240 Human Anatomy (Fall)
BIO 370 General Physiology (Spring)
PSY 101 General Psychology (Fall/Spring)
PSY 216 Psychological Disorders (Fall/Spring)
HUS 121 Human Development and Disability (Fall/Spring)
SOC 121 Principles of Sociology **OR** ANT 131 Cultural Anthropology
PSY 224 Statistics (Fall/Spring)

HUMAN SERVICES COURSE (1)

HUS 490 Internship in Human Services (if HSRS Major–12 Credits)

or

HUS 400 Human Services (if Non HSRS Major–3 credits)

Recommended (but not required): Some programs may require a course in Neuroscience, Kinesiology and/or Neuroanatomy with a focus on the Central and Peripheral Nervous System.

First semester first year students who wish to complete the concentration should enroll in BIO 160 and HUS 125. First-year students should also consult with the Health Professions advisor, Dr. Steven Theroux, or members of the department of Health and Human Services. A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PRE-PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in Physical Therapy. The Concentration in Pre-Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services, or Psychology, and many of the courses required for the concentration are also required for completion of these majors. The double counting rule applies: see “Undergraduate Academic Policies” above. Please note that a Biology minor requires three courses be distinct from this concentration.

REQUIRED COURSES (13)

HUS 125 Professional Orientation to Physical and Occupational Therapy (Spring)
BIO 160 Concepts in Biology (Fall/Spring)
BIO 240 Human Anatomy (Fall)
BIO 370 General Physiology (Spring)
CHE 131 General Chemistry I (Fall)
CHE 132 General Chemistry II (Spring)
PHY 201 General Physics (Fall)
PHY 202 General Physics (Spring)
BIO/HUS 390 Exercise Physiology (Fall)
PSY 101 General Psychology (Fall/Spring)

PSY 216 Psychological Disorders (Fall/Spring)
PSY 290 Psychology of Development (Fall/Spring)
SOC 121 Principles of Sociology (Fall/Spring)

ONE OF THE FOLLOWING STATISTICS COURSES (1)

PSY 224 Statistics
ECO 115 Statistics with Excel

ONE OF THE FOLLOWING MATH COURSES (1)

MAT 114 Elementary Functions
MAT 117 Calculus I

ONE OF THE TWO HUS COURSES LISTED BELOW (1)

HUS 490 Internship in Human Services (if HSRS Major–12 Credits)
HUS 400 Human Services (if Non-HSRS Major–3 credits)

RECOMMENDED BUT NOT REQUIRED

BIO 415 Principles of Neuroscience
PSY 251 Introduction to Brain and Behavior

First semester first year students who wish to complete the concentration should enroll in BIO 160, CHE 131, HUS 125, and the appropriate math course (i.e., MAT 114 or MAT 117). First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

A NOTE ON HEALTH SCIENCE CONCENTRATIONS: The university offers four concentrations that pair with a variety of majors to prepare students for graduate study in the health sciences. They are: Patient Advocacy, Communication Sciences and Disorders, Pre-Occupational Therapy, and Pre-Physical Therapy. For more information, see the entries in the Biological and Physical Science and Health and Human Services sections of this catalog.

COURSE DESCRIPTIONS

PSYCHOLOGY (PSY)

PSY 101 GENERAL PSYCHOLOGY

In this introduction to psychology students learn the language, methods, theoretical perspectives, and research of the discipline. This course introduces students to a range of topics within psychology, such as the biological and social bases of behavior, as well as basic principles of perception, learning, and motivation. This course fulfills a Foundations Program requirement. (Fall, Spring) Staff/Three credits

PSY 210 SOCIAL PSYCHOLOGY

This course will examine theoretical and empirical contributions in the field of social psychology. Specific topics to be covered include social perception; social cognition; attitudes; theories of self; interpersonal relations; group processes; aggression; pro-

social behavior; and how social psychology can be applied to everyday life. This course fulfills a Foundations Program requirement. (Fall, Spring)
Parmley/*Three credits*

PSY 212 SPORTS PSYCHOLOGY

This course is a survey of the field of sports psychology and all emotional, cognitive, behavioral, and social phenomena related to the fields of performance, competition, exercise, and training. We seek in this class to understand the complexity of the psychological experience of an athlete in performance. Topics will be broken down into three general categories. First, an examination of the lived-experience of the athlete in performance will be considered. Second, we will explore therapeutic intervention techniques that can be deployed with athletes to reduce anxiety, increase motivation, conceptualize emotions, and energize the body in performance. Lastly, a bio-psycho-social examination of the athlete's career transition will be examined. Here we will look closely at the effects of head trauma, the loss of identity, the loss of interpersonal structures, and the experiential shifts that may occur as athletes navigate retirement. All of these topics will be examined by reviewing the scientific literature relevant to each phenomenon, supplemented at points with memoirs and non-fiction literature written by athletes or those with close involvement in sport.

Staff/*Three credits*

PSY 216 PSYCHOLOGICAL DISORDERS

This course provides students with a detailed description and analysis of the forms of behavior seen as abnormal in our contemporary culture. Research relevant to and theoretical perspectives on these disorders are presented. Throughout the course students are asked to consider the implications of being labeled abnormal and to apply their knowledge to individual cases. (Fall, Spring)

Cirillo, Volungis/*Three credits*

PSY 217 PSYCHOLOGY OF WOMEN

This course will acquaint students with the unique experiences and challenges faced by women and girls as they move through the complex process of psychological development. Questions of gender identity, socialization, sex-role stereotyping, and self-image will be among the topics discussed. In addition, many of the important roles filled by women throughout the lifespan will be addressed, along with circumstances, such as poverty and domestic violence that undermine the well-being of women in American society. Primary source material as well as textbook readings will be required along with class presentations, reflective essays, and a biography analysis project, among other assignments. (Spring)

Staff/*Three credits*

PSY 218 CULTURAL PSYCHOLOGY

This course explores the way in which cultural traditions and social practices regulate, express, transform, and permute the human psyche to shape human experience. We will explore constitution of culture, examine cultural similarities and, more importantly, cultural diversities in mind, self, and emotion, and investigate why cultures differ and ways in which culture interacts with human psyche to produce cultural effects. Students will be challenged to step outside of their own cultural framework, suspend their presumptions of human behavior to enter into the mind of other people from differing cultural backgrounds to see what is normal, beautiful, and true from their perspectives. Known principles of human behavior from mainstream psychology will be assessed in a cultural light and cross-cultural compassions will be made across a broad range of psychological phenomena, ranging from perception to psychopathology to social organization. It is the aim of this course that after taking this course students will become a more mindful citizen in today's interconnected, globalized world.

Zhang/*Three credits*

PSY 220 INTERPERSONAL COMMUNICATION

This course introduces students to basic theoretical issues, research findings, and practical strategies in the field of interpersonal communication. The course examines the processes through which people collaboratively construct shared understandings in conversation, including discussion of how ideas about the self are shaped and expressed in dialogue with others. Through readings, discussion, and exercises, the class will work toward an understanding of how effective communication patterns, as well as problematic patterns, arise in the course of person-to-person interaction. (Fall, Spring)

Parmley/*Three credits*

PSY 224 STATISTICS

This course is an introduction to statistical methods used in behavioral research. The course will cover both inferential and descriptive statistics, with an emphasis on the conceptual understanding of how to use statistics to summarize and evaluate information. (Fall, Spring)

Parmley, Zhang/*Three credits*

PSY 225 RESEARCH METHODS

The purpose of this course is to explore the logic and methods used in psychological research (e.g., control, measurement, correlation, and experimental design) as well as the practical (e.g., developing hypotheses, presenting findings in a written format) and ethical concerns involved in conducting empirical studies. Prerequisite: PSY 101 and PSY224 Statistics. (Fall, Spring)

Gordon, Smith/*Three credits*

PSY 240 PSYCHOLOGY OF PERSONALITY

The course surveys several important theories of personality with the goal of helping students explain human behavior from a variety of perspectives. Historically significant theories, as well as recent interpretations of personality formation and dynamics, will be presented. This course fulfills a Foundations Program requirement. (Fall)

Zhang/*Three credits*

PSY 250 PERCEPTION

The main purpose of this course is to gain an appreciation of the importance of our sensory and perceptual systems in making us uniquely psychological beings. Throughout the semester, we will explore what it means to gain a scientific understanding of these systems. We will consider a number of different perspectives for addressing these issues regarding perceptual processes, as well as different methods and procedures for testing sensory responses and perceptual experiences. Students will actively be involved in participating in computer-based experiments, perceptual simulations, and internet assignments. In addition, time will be spent reading and discussing articles to illustrate the everyday importance of our perceptual systems. Sensory disorders and deficits such as hearing loss, loss of proprioception, phantom limbs, and visual agnosia will be discussed. Prerequisite: PSY 101. (Spring)

Smith/*Three credits*

PSY 251 INTRODUCTION TO BRAIN AND BEHAVIOR

This course examines central aims of human neuroscience by exploring structures and functions of the brain and neural communication. Discussion focuses on contemporary theories of bidirectional relationships between brain function and human experience, thought, and behavior. Topics considered include emotion, memory, sociality, sleep, and mental illness. Prerequisite: PSY 101. (Fall, Spring)

Gordon, Karaca/*Three credits*

PSY 252 COGNITIVE PSYCHOLOGY

Cognitive psychology is the study of how we gather, organize, and use information. Students in this course learn how the mind works (and sometimes fails to work) by exploring topics such as the neural bases for cognition, object recognition, attention, memory, decision making, and problem solving. An understanding of factors that influence how people think is fundamental to many careers within and outside of the cognitive sciences, including but not limited to education, law, business management, and marketing. Prerequisite: PSY 101. (Fall, Spring odd years)

Gordon/*Three credits*

PSY 253 PSYCHOLOGY OF LEARNING

The purpose of this course is to provide students with a grounding in important principles of learning, such as conditioning, extinction, generalization, and discrimination. The behavioral approach of B.F. Skinner is predominant throughout the course, although the concepts of important learning theorists such as Thorndike, Tolman, and Hull are also presented. In addition, the philosophical underpinnings of a learning-based model of human behavior and the complex questions of freedom and determinism raised by modern behaviorism are addressed in the course. This course fulfills a Foundations Program requirement. (Fall, Spring even years)

Lionello-DeNolf/*Three credits*

PSY 281 PSYCHOLOGY OF ADOLESCENCE AND MATURITY

The course will examine a wide range of issues in adolescence, such as historical perspectives on adolescence; biological changes; cognitive development; parenting styles and family dynamics; moral development; drug abuse; and psychological disorders of adolescence. The issues will be illustrated and further developed through the use of several case studies. (Fall, Spring)

Zhang/*Three credits*

PSY 285 WOMEN'S STUDIES I: IMAGES

This course is an introduction to the study of women. The course will develop a coherent, integrated view of women and their roles; emphasize the full range of contributions of and the limited opportunities for women; examine and appraise the experiences of women; and critically examine the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary, and the concentration of the course is on women in North America from the 19th century to the present. This is the same course as HIS 285 and SOC 285. (Fall, Spring)

Staff/*Three credits*

PSY 290 PSYCHOLOGY OF DEVELOPMENT: INFANCY AND CHILDHOOD

This course examines human growth and development during infancy and childhood. Emphasis is placed on the relationship between theory, research, and the application of knowledge in child development. Different theoretical perspectives (psychoanalytic, behavioral, cognitive-developmental); current research on selected topics (e.g., day care, cross-cultural differences in child rearing); and ways to encourage optimal growth in children at home, with friends, and at school are reviewed. This course fulfills a Foundations Program requirement. (Fall, Spring)

Kalpidou/*Three credits*

PSY 301 INTERNSHIP IN PSYCHOLOGY

This course is designed to give students exposure to the many roles psychologists currently play in the community. Students are expected to spend 8 to 10 hours per week working in a clinical or research setting off-campus for 13 weeks. This translates into 100 hours of placement time. It is important to have one full day or two half days available to complete the field-based component of the course. In addition, students are required to attend a weekly seminar. Students have to secure their own internships prior to the start of the semester. Prerequisites: Limited to Junior and Senior Psychology majors and minors, or Junior and Senior minors in Applied Behavior Analysis. Prerequisite: PSY 101 or PSY 253. (Spring)

Cirillo/*Three credits*

PSY 335 MOTIVATION AND EMOTION

This course will examine theoretical and empirical contributions to the understanding of human motivation and emotion. Specific topics to be covered include the psychological bases of motivation and emotion; the motivational-emotional bases of sex and aggression; the development of emotion regulation; the communication of emotion; and the social and cognitive influences on motivation and emotion. Prerequisite: PSY 101. (Spring)

Staff/*Three credits*

PSY 383 INTRODUCTION TO AUTISM SPECTRUM DISORDER

This course provides an introduction to autism spectrum disorder (ASD). Topics will include the history of autism; current diagnostic criteria; genetic, neurological, and environmental causes; assessment; interventions; and lifespan issues. Students will learn the criteria for determining whether an intervention is evidence-based versus pseudoscientific and will examine a range of interventions for ASD to determine whether they can be considered evidence-based. Finally, current controversies in autism will be explored. (Spring)

Lionello-DeNolf/*Three credits*

PSY 390 RESEARCH SEMINAR

This seminar is a continuation of PSY 225 focusing on more advanced problems of research design and analysis. Students are required to design and conduct a research project during the course of the semester. (Senior and Junior Psychology majors)

Prerequisites: PSY 224, PSY 225. (Fall, Spring)

Gordon, Kalpidou, Parmley, Zhang/*Three credits*

PSY 391 EXPERIMENTAL TECHNIQUES IN HUMAN NEUROSCIENCE

This 4-credit laboratory course reviews the utility, strengths, and weaknesses of leading tools and techniques used to study human neuroscience. Specifically, the course examines electroencephalography (EEG), event related potentials (ERP), functional magnetic resonance imaging (fMRI), and measures of autonomic nervous system activity (heart rate variability and skin conductance). Students are encouraged - and challenged - to think about the implications of using these tools to understand human neuroscience. Is the activity recorded by these tools predictive or responsive to human thought and behavior? Do particular patterns of brain activity reliably predict atypical or abnormal outcomes? When are neuroscientific methodologies necessary? In the accompanying laboratory section of this course (PSY 391L), students acquire hands-on experience collecting and analyzing data obtained with many of these tools. Students apply the knowledge acquired in lecture and lab to develop and test research questions, collect and analyze data, and communicate results in written (APA-formatted research paper) and oral formats. Prerequisites: PSY 224 Statistics and PSY 225 Research Methods and PSY 251 Introduction to Brain and Behavior or permission of the instructor. Lab Fee: \$470.00. (Fall, 2023)

Karaca/Four credits

PSY 392 RAISING HAPPY AND SUCCESSFUL CHILDREN

The goal of this course is to discover the childhood roots of adult happiness and success. The students will identify the emotional, social, intellectual, moral, and spiritual needs of children and adolescents and discuss the things that parents, schools, and society can do to meet these needs. Among others, topics include the role of early social relationships, the influence of the material world, the effects of media and technology, the importance of character, and the significance of faith and spirituality. The students will read a collection of primary and secondary sources from experts in the science of success and happiness of children and adolescents. The students will also read and reflect on readings from other disciplines as well as biographies of successful people with focus on their childhood and adolescent years. (Fall)

Kalpidou/Three credits

PSY 396 FORENSIC PSYCHOLOGY

This course will provide students with an introduction to the field of forensic psychology. This course explores the clinical evaluation, psychopathology, and treatment modalities of criminal and severely mentally ill offenders in a variety of settings, including psychiatric and correctional facilities. A variety of readings, discussions, and real-life case studies of various types of offenders will be presented to give students a better understanding of the topic and related mental health and political issues. This class will include several in-depth discussions of various legal issues, such as not guilty by reason of insanity, risk and dangerousness, and competency to stand trial. Prerequisite: PSY 216 Psychological Disorders. (Fall)

Staff/Three credits

PSY 399 INDEPENDENT STUDY

Open to qualified Junior and Senior Psychology majors with permission of the instructor, the Chairperson, and the Associate Vice President of Academic Affairs for Undergraduate Studies. (Fall, Spring)

Staff/One to Three credits

PSY 403 COGNITIVE NEUROSCIENCE

This upper-level seminar course explores the neural processes that support cognitive capacities including, but not limited to, sensory inference, attention, learning and memory, decision making, and language. Throughout the course we survey current research in cognitive neuroscience by critically reading empirical journal articles. Students showcase their understanding and evaluation of this research using effective communication skills (written and oral). Prerequisites: PSY 251 Introduction to Brain and Behavior and PSY 252 Cognitive Psychology or permission of the instructor. (Spring)

Karaca/Three credits

PSY 409 COMMON PROBLEMS IN CHILDHOOD

Parents and child practitioners often encounter children's problems that may not necessarily reflect psychopathology. This course is an in-depth study of the challenges that children face, the guidelines for determining when a behavior is a cause of concern, and how problems can be addressed. Students will explore the psychological, biological, and social roots of difficult phases of development such as difficulty to grow, bed-wetting, problems with sleeping and eating, common anxiety problems and fears, bad habits, and problems in self-regulation and social behavior. Prerequisite: PSY 290 (Spring, Even-numbered Years)

Kalpidou/Three credits

PSY 416 ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY

This course will provide an understanding of various forms of psychopathology in children and adolescents. It is intended as an overview of the taxonomy of childhood disorders with many videotaped examples of different disorders to help apply knowledge to actual cases. Different theoretical models used to explain how psychopathology develops in children will be presented and the role of home and school environment, child gender, ethnicity, culture, and socioeconomic status will be explored. In addition to learning about the characteristics of various psychological disorders in youngsters, a review of the research into the causes and outcomes of mental disorders in children and adolescents will be explored. Finally, special challenges in diagnosis, assessment, and treatment of psychological disorders in children are highlighted. This seminar-style course includes lectures but heavily emphasizes class discussions, student presentations, and case studies. Prerequisites: PSY 216, PSY 290 (Spring, Odd-Numbered Years)

Staff/Three credits

PSY 425 CLINICAL PSYCHOLOGY

This course is a consideration of the history, problems, and techniques of clinical psychology. Research and theoretical issues related to clinical assessment and different methods of psychotherapy are examined. Prerequisite: PSY 101, PSY 216. (Fall)

Cirillo/Three credits

PSY 444 HONORS THESIS IN PSYCHOLOGY

In this course the student will conduct the research project that was proposed and approved during the Honors Seminar (HON 300). The research project will be an empirical investigation (either quantitative or qualitative) of a psychological issue under the supervision of a faculty mentor. The project will culminate in written thesis and oral defense of the capstone work at the end of the semester. Students are encouraged to present the thesis work Undergraduate Symposium in the spring. This course can be a substitute for PSY 390 Research Seminar in satisfaction of the requirements of the Psychology major. Prerequisites: HON 300, PSY 224, PSY 225 (Fall, Spring)

Staff/ Three credits

APPLIED BEHAVIOR ANALYSIS (ABA)

ABA 340 INTRODUCTION TO BEHAVIOR ANALYSIS AND THERAPY

This course introduces students to fundamental practices in using behavioral principles to create socially significant interventions for people. The course provides an overview of behavioral assessment procedures for determining environmental factors that influence both skill deficits and challenging behavior. Students will learn to identify behavioral interventions to promote positive behaviors related to a variety of self-care, communication, academic, and social skills. In addition, students will learn to identify interventions for reducing challenging behavior. There will be a focus on identifying pivotal skills to teach and prioritizing intervention goals. There will be an emphasis on application of behavioral interventions across multiple domains, including autism and other developmental disorders, intellectual disability, education, parenting, health, and other areas. Prerequisites: PSY 253 or permission of the ABA Program Director. (Spring)

Staff/Three credits

ABA 350 SURVEY OF BEHAVIORAL INTERVENTIONS

This course focuses on real world applications of behavioral principles across topics relevant to modern society. Students will explore behavioral interventions in a variety of areas, including autism, developmental disabilities, mental health, language development, parenting, play, education, feeding disorders, sports, marketing, organizational behavior management, and animal training. Within this context, students will explore what it means to say that an intervention is "behavior analytic" and evidence based and will learn how to evaluate the effectiveness of an intervention based on visual data analysis and experimental design. Prerequisites: PSY 253 or permission of the ABA Program Director. (Fall)

Pantano/Three credits

ABA 450 ADVANCED TOPICS IN APPLIED BEHAVIOR ANALYSIS

In this course, students will further explore topics related to behavior-analytic assessment and intervention, with a focus on integrating issues related to ethics and cultural competence into service delivery. There will be emphasis on case conceptualization and application of behavioral principles to assessment and the development of treatment options within the context of case analyses. Critical thinking regarding interventions will be fostered by contrasting evidence-based behavior-

analytic interventions with those based on pseudoscience. Finally, students will practice developing solutions to common ethical problems that occur during service delivery. Prerequisites: ABA 350 or permission of the ABA Program Director. (Spring)
Pantano/*Three credits*