

PSYCHOLOGY (PSYC)

PSYC 101 Introduction to Psychology (3 credits)

This course is an introduction to the study of human behavior and surveys major topics within the diverse discipline of psychology. Topics covered will come from each of four core areas offered by the psychology department: Social/Applied (e.g., Social, Industrial-Organizational, Health), Biological Basis of Behavior (e.g., Physiology, Perception, Motivation/Emotion, Comparative Animal Behavior), Cognition (e.g., Learning and Memory, Conditioning and Learning, Cognition, Language) and Personality (e.g., Personality, Abnormal, Development). This course fulfills the Gen Ed - Social Science requirement for non-psychology majors only. Satisfies SEEDS Analyzing Cultures and Societies student learning outcome in alignment with Self Discovery and Self Care value.

PSYC 120 Psychology of Leadership for Emerging Leaders: Theory and Application (3 credits)

Restriction(s): Emerging Leaders Learning Community members only. This course is for Emerging Leaders Learning Community students only. This course allows students to begin to develop their own leadership styles. While receiving a grounding in historical and contemporary psychological theories on leadership, they will practice leadership through community service and assess themselves based on theories, assessment instruments, and behaviors. This is a service-learning course.

PSYC 199 Academic Success and Career Preparation in Psychology (1 credit)

Prerequisite(s): PSYC 101. Introduction to the major, degree requirements, resources for degree planning, graduate degrees, wellness, and careers for psychology majors.

PSYC 201 Child Psychology (3 credits)

Prerequisite(s): PSYC 101. Covers growth, development and behavior of children. Physical, intellectual, social and emotional development and their interaction. Scientific method exemplified through the literature and intensive study of individual children.

PSYC 202 Adolescent Psychology (3 credits)

Prerequisite(s): PSYC 101. Covers biological, psychological and social factors that shape the transition from childhood to adulthood: Normal and deviant patterns of development in morals, intellect, emotions and judgment; problems of adolescents with practical application to oneself and others.

PSYC 203 Introduction to Psychological Research (3 credits)

Prerequisite(s): PSYC 101. The course will introduce students to different methods of psychological research including survey, correlational and experimental methods. Introductory descriptive statistics and correlational analysis will be covered. Basic aspects of sound scientific writing, including conducting a literature search and writing a scientific manuscript following American Psychological Association guidelines, will be emphasized.

PSYC 204 The Good Life: The Science of Positive Psychology (3 credits)

Prerequisite(s): PSYC 101, WRIT 105, HONP 100, or GNED 199; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. Positive psychology encompasses the study of human thriving (e.g., contentment, flow, mindfulness, awe), virtues and potentials (e.g., compassion, resilience, character strengths, interests, meaning), and the institutions and practices facilitating human well-being. This course reviews the history of positive psychology and contributions this field has made to traditional and novel research areas in psychology. Topics of controversy (e.g., what is happiness, how should we measure it, what determines it, can and should we deliberately increase it) will be critically examined, with consideration given to conflicting viewpoints and their respective empirical support. This course will also teach a set of scientifically validated strategies for living a more satisfying life. Throughout the course, we will explore what psychological science teaches us about how to be happier, grow from adversity, and flourish. You will put these scientific findings into practice by building the sorts of habits that allow people to lead more fulfilling lives which can be extended to improve schools, workplaces, and communities.

PSYC 220 Introduction to Statistical Methods in Psychology (4 credits)

Prerequisite(s): PSYC 203 or PSYC 288 or CSIT 288 or LNGN 288 or PHIL 288. An introduction to basic statistical methods in the behavioral sciences. The course begins with a review of descriptive statistics. The main course emphasis will be on probability theory and inferential statistics and their application to psychological research. This includes such methods as z-tests, t-tests, analysis of variance, correlation and nonparametric statistics. Laboratory sessions provide students with the opportunity to apply concepts from class using computers, particularly statistical software packages. Satisfies SEEDS Quantitative Reasoning student learning outcome in alignment with Educated Citizenry value.

PSYC 225 Psychology of Adjustment (3 credits)

Prerequisite(s): PSYC 101. Discusses individual and social adjustment; typical varieties of adjustive behavior illustrated by practical examples; factors which facilitate or impede people's adaptation to life situations such as work, marriage, disability, etc.

PSYC 227 Psychological Aspects of Human Sexuality (3 credits)

Prerequisite(s): PSYC 101. Topics include: Behavior and attitudes influenced by basic sexuality; widening perspectives to aid in decision-making; developmental periods and sexual relationships; connections between psychological theory and sexual mores; genetic understandings.

PSYC 231 Psychology of Aggression (3 credits)

Prerequisite(s): PSYC 101. The root causes of violence in America will be examined through case studies, (the protest-movement of the 1960's, sexual and physical abuse, violent-criminal activity, etc.) and familiarization with biochemical, psychological and socio-cultural research into causes and effects of aggression and violence. Meets World Cultures Requirement.

PSYC 235 Psychology of Exceptional Children and Youth (3 credits)

Prerequisite(s): PSYC 101. Surveys, current practices and problems of exceptional children and youth. Explores the unique needs of individuals with handicaps that involve intellectual, sensory, motor, neurological, social and emotional origins. Utilizes analysis of case materials for theoretical and practical applications to the psychology of exceptionality.

PSYC 245 Hispanic/Latino Psychology (3 credits)

Prerequisite(s): PSYC 101. Focuses on the personal, social, institutional and cultural forces that affect the psychology of Hispanic/Latino Americans. The course will cover issues such as the measurement of psychological functions, bilingualism, personal values and belief systems, the dynamics of the family and acculturation. A midterm and a final exam as well as a research paper will be required from students. Meets World Cultures Requirement.

PSYC 246 Psychology of the Black Experience (3 credits)

Prerequisite(s): PSYC 101. Covers the historical impact of scientific and institutional racism on the psychological study of blacks. Survey and critical analysis of traditional European approaches with non-traditional methods for comparison. Future development and advancement of a black psychology considered. Meets World Cultures Requirement.

PSYC 248 Psychology and Law (3 credits)

Prerequisite(s): PSYC 101. Law and psychology share a common focus: the understanding, prediction and regulation of human behavior. Despite this commonality of interest, different emphasis on these elements and a different mandate have frequently hindered active communication and collaboration between the disciplines. The purpose of this course is to present the common ground of law and psychology, and show how they contribute to each other.

PSYC 250 Introduction to Community Psychology (3 credits)

Prerequisite(s): PSYC 101. This course provides an introduction to community psychology. Guided by the field's current practice competencies, students will explore community psychology's history, theories, research methods, tools for community action, and future directions in the field. Equity, diversity, inclusion, and empowerment will be discussed throughout the course. Equivalent course PCOM 245 effective through Summer 2023.

PSYC 264 Multicultural Psychology (3 credits)

Prerequisite(s): PSYC 101, ANTH 100, WRIT 105, or HONP 100; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. This course offers an introduction to the principles, theories, research, and applications of multicultural psychology. Students will gain a better understanding of the impact that culture plays in human behavior and interaction between individuals with diverse backgrounds, experiences, and worldviews. Students will broaden their viewpoints on culture, social justice, ethnicity, gender, race, socioeconomic issues, and health disparities. This in turn will help students engage in self-examination as it pertains to their own individual identities to understand their own values and perspective through a multifaceted cultural lens. The knowledge acquired in this course will enrich their understanding and ability to interact more effectively in an increasingly multicultural environment and global community no matter what field or discipline they are pursuing. Satisfies SEEDS Analyzing Cultures and Societies student learning outcome in alignment with Social Justice and Equity value.

PSYC 265 Psychology of Women (3 credits)

Prerequisite(s): PSYC 101. The course will investigate contemporary issues in the psychology of women (an opportunity for original research will be provided). Theoretical positions and recent research in the area will be examined. Meets World Cultures Requirement.

PSYC 268 Psychological Aspects of Aging (3 credits)

Prerequisite(s): PSYC 101. Overview of later maturity and aging. Emphasis on psychological, physiological and sociological aspects. Aging and the cognitive process. Mental health, death, adjustment problems, needs, issues.

PSYC 288 Introduction to Cognitive Science (3 credits)

Prerequisite(s): ANTH 100 or CSIT 111 or LNGN 210 or PHIL 100 or PSYC 101. An introduction to the multidisciplinary field of cognitive science. Topics include: the mind-body problem, thought as computation and the computer model of the mind, the role of representation in mental activity. Emphasis will be upon the methodological approaches found in artificial intelligence, cognitive psychology, cognitive anthropology, cognitive neuroscience, linguistics, and philosophy. Mutually Exclusive with CSIT 288, LNGN 288, and PHIL 288.

PSYC 294 Psychology of Leadership: Theory and Application (3 credits)

Prerequisite(s): PSYC 101 or WRIT 105 or CMST 101 or HONP 100; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. This is a service learning course that allows students to develop a sophisticated understanding of leadership from both a theoretical and practical point of view. Students receive in depth information on historical and contemporary psychological theories of leadership. They participate in assessments of their own leadership competencies and capabilities based on theory and research. They then learn to apply, assess, compare, and critically evaluate theory, research, and assessment tools through a multi-week project with a community partner in which they have a chance to observe and practice leadership. Students combine theory and practice through a series of critical reflections that result in students articulating their learnings about leadership, the practice of leadership in the civic environment, and themselves as leaders. This course is not recommended for students who successfully completed PSYC 120. Satisfies Social Science Perspective GenEd requirement; satisfies SEEDS Political and Civic Life student learning outcome in alignment with Engagement, Agency and Leadership value.

PSYC 300 The Teaching of Psychology (3 credits)

Prerequisite(s): PSYC 301; Psychology majors only; departmental permission. Students in this course will simultaneously learn concepts in teaching psychology, and work with a Psychology professor who will mentor them as the student acts as a teacher's assistant. Students will engage in a critical examination of the teaching of psychology. The course will run as a seminar where issues of curriculum development, teaching techniques, and ethical aspects will be discussed based on journal articles. The work as an assistant includes anonymous record keeping, leading study groups and providing a brief lecture.

PSYC 301 Experimental Psychology (4 credits)

Prerequisite(s): PSYC 203 and PSYC 220; or PSYC 220 and PSYC 288 or CSIT 288 or LNGN 288 or PHIL 288. Introduction to laboratory methods of research in areas such as motivation, perception and learning. Emphasis is on design and execution of exploratory investigations. Meets the Graduation Writing Requirement for majors in Psychology.

PSYC 302 Health Psychology (3 credits)

Prerequisite(s): PSYC 203. The theoretical, empirical and clinical aspects of health psychology will be presented. The relation of health psychology with other areas of psychology and other scientific disciplines will be discussed. The historical developments of the field, its research methodologies, theoretical models and exemplary interventions will be described.

PSYC 304 Social Psychology (3 credits)

Prerequisite(s): PSYC 203. Focuses on social behavior of the individual and the group, social perception, motivation, and learning; attitudes and values; development and dynamics of social groups; inter-group tension and prejudice; mass phenomena; psychological approaches to social issues.

PSYC 305 Physiological Psychology (3 credits)

Prerequisite(s): PSYC 203. Anatomical, neural and biochemical bases of behavior are studied. Topics include localization of function, neuro-hormonal interaction, sensory and motor functioning, emotions, the relationship of neurophysiological processes and personality.

PSYC 306 Psychology Of Work: Personnel Psychology (3 credits)

Prerequisite(s): PSYC 203. This course will address psychological issues involved in personnel decision making (e.g., job interviewing decisions, hiring decisions). Students will learn about aligning organizational and human resource strategy, and learn about tools and techniques in personnel psychology including job analysis, equal employment opportunity law, performance management, employee selection, and organizational training and development. This course is designed to be an active learning course where students learn about important personnel functions and then apply the knowledge in activities and assessments. Students will learn about measurement and assessment of job applicant and how this assessment must be conducted to be fair and successful.

PSYC 307 Psychology of Work: Organizational Psychology (3 credits)

Prerequisite(s): PSYC 203. This course will address individual, social and group interactions in work organizations. Students will learn about how social factors such as roles, norms, groups, stereotypes, and culture, influence individual and organizational behavior. Students will study theories and practices in organizations to assess and improve job attitudes, work stress, work motivation, leadership, and organizational functioning. This course is designed to be an active learning course where students learn about the different social factors that influence organizational function, and then apply this knowledge in activities and assessments. Students will gain a better understanding of their own work experiences as a result of this course.

PSYC 308 Perception (3 credits)

Prerequisite(s): PSYC 203. Discusses the theory and procedure of perceptual research. Theoretical approaches; modern psychophysical and perceptual research; traditional problems of perception, constancies of size and color brightness.

PSYC 309 Psychological Anthropology (3 credits)

Prerequisite(s): PSYC 203 must be taken by Psychology majors and Anthropology majors must have completed a 200-level ANTH course. Students in all other majors need either a 200-level ANTH course or PSYC 203. Transcultural focus on the inter-related nature of culture and human behavior. Team taught interdisciplinary course with emphasis on mutual dependencies of psychological and anthropological theory and method. Students work with bicultural informants. Equivalent course PSYC 405 effective through Fall 2019. Mutually Exclusive with ANTH 309.

PSYC 310 Introduction to Psychological Testing (3 credits)

Prerequisite(s): PSYC 203. Tests of intelligence, aptitude, achievement and personality; principles of psychological testing; approaches to test construction.

PSYC 311 Drugs and Behavior (3 credits)

Prerequisite(s): PSYC 203. This course is designed as an introduction to the field of Psychopharmacology, which is an area of study that lies at the union of the study of behavior and mental phenomena (Psychology), the nervous system (Neuroscience), and drug actions (Pharmacology). This course is designed to provide students with the concepts required to understand how drugs can alter the function of the nervous system. Additionally, the class will give students an overview of the process of discovering and developing novel drug treatments for psychiatric illnesses, what substance use disorders are, and the biological ways in which drugs can drive addiction. Finally, the course will discuss several classes of psycho-active drugs from historical, regulatory, psychological, and biological perspectives. The drug classes surveyed will include legal treatments for psychiatric diseases, as well as legal and illegal substances that are commonly abused.

PSYC 313 Cognition (3 credits)

Prerequisite(s): PSYC 203. The study of the acquisition, storage, retrieval, and use of knowledge, utilizing behavioral, observational, and computer modeling methods.

PSYC 314 Psychology of Judgment and Decision Making (3 credits)

Prerequisite(s): PSYC 203. This course examines how human beings make decisions and judgments. It reviews how personal values, uncertainty and cognitive, social, and neurological processes affect decision making. This course draws upon a wide range of examples from many fields including psychology, economics, criminology, and medicine. Students will also learn strategies and techniques to enhance judgment.

PSYC 320 Developmental Psychology I (3 credits)

Prerequisite(s): PSYC 203. This course surveys human psychological development from the prenatal period to adolescence. The interacting forces of heredity, environment and physical, cognitive, emotional and socio-cultural factors are reviewed in the light of current research and theory in these areas.

PSYC 330 Forensic Psychology (3 credits)

Prerequisite(s): PSYC 203 or JUST 300 or LAWS 302. An examination of the interaction between psychology and the legal system. Emphasis placed on the assessment and diagnosis of psychopathic behavior, court-mandated evaluations and the role of the psychologist as expert witness. The application of psychological knowledge within the criminal justice context. Ethical guidelines in forensic psychology.

PSYC 332 Psychological Foundations of Personality (3 credits)

Prerequisite(s): PSYC 203. Explores current approaches and theories of personality development and organization.

PSYC 340 Human Learning and Memory (3 credits)

Prerequisite(s): PSYC 203. Covers research, language and methods of learning theory. Classical and operant conditioning, complex habits, remembering and forgetting, transfer of training, cognition and behavior modification. Review of animal research but primary emphasis is on people.

PSYC 345 Neurocognitive Disorders (3 credits)

Prerequisite(s): PSYC 203. In this course, students will build foundational knowledge of major and minor neurocognitive disorders. Topics include healthy aging, multiple sclerosis, brain injury, Parkinson's disease, Alzheimer's disease, dementia, psychiatric illnesses and the differential effect of these and related disorders on neurocognitive and psychological functioning.

PSYC 348 Psycholinguistics (3 credits)

Prerequisite(s): PSYC 203. Explores the study of language through linguistic, behavioral, and cognitive methods. Basic linguistic ideas are used for the explication of problems in grammar, cognitive structure, meaning, and speech production and comprehension.

PSYC 353 Comparative Animal Behavior (3 credits)

Prerequisite(s): PSYC 203. The student will explore experimental and field studies of behavior in a few selected animal species with particular reference to the behavior of vertebrates. The course will involve detailed study of instinctive behavior and imprinting, respondent and operant behavior with emphasis upon the procedures and variables concerned with the acquisition of new forms of behavior.

PSYC 354 Clinical Psychology (3 credits)

Prerequisite(s): PSYC 203. This course will provide an understanding of the basic tenets of the field of clinical psychology. The relation of clinical psychology with other areas of psychology and other disciplines will be discussed. The course will cover clinical psychology's past and present, assessment and intervention, approaches to practicing clinical psychology, multicultural issues in clinical psychology, and the future of the field. Fulfills Category "4 Social/Applied" in Advanced Elective list.

PSYC 355 Motivation (3 credits)

Prerequisite(s): PSYC 203. The concepts of instincts, homeostasis, drive, reinforcement, arousal and inception are analyzed with reference to data drawn from many areas of experimentation. The primary emphasis is on the experimental, rather than the theoretical literature: motivational concepts relevant to human and animal research.

PSYC 360 History and Systems of Psychology (3 credits)

Prerequisite(s): PSYC 203. Discusses the historical development of psychology, comparative analysis of the major schools of contemporary psychology, and new trends and movements in psychological theory.

PSYC 365 Abnormal Psychology (3 credits)

Prerequisite(s): PSYC 203. Topics include an overview of psychopathological processes: neuroses, psychoses, and characterological disorders; feeling, thinking and behavioral aspects during the life span; diagnostic and treatment procedures.

PSYC 375 Evolutionary Psychology (3 credits)

Prerequisite(s): PSYC 203. This course examines behavior from a Darwinian perspective attempting to understand how our behaviors have evolved throughout time. By examining behavior in terms of natural selection, this course provides a new and insightful perspective to all areas of psychology, including cognitive, social, developmental, and neuropsychology.

PSYC 393 School Psychology (3 credits)

Prerequisite(s): PSYC 101 and PSYC 203. This course provides an introduction to the practice and profession of school psychology. Topics include the history of the profession, multicultural foundations, training and credentialing, and contemporary issues in the field. Students also explore the various roles and functions of school psychologists, including assessment, consultation, intervention, and systems-level programming.

PSYC 402 Systems of Psychotherapy (3 credits)

Prerequisite(s): PSYC 354 or PSYC 365 or departmental approval. An overview of classical and contemporary systems of psychotherapy. Emphasis is placed on understanding each system in terms of its underlying theory of personality, psychopathology and therapeutic impact. Studies of therapeutic efficacy are also covered. Other issues include such topics as the training of psychotherapists and the ethical issues involved in psychotherapy.

PSYC 404 Stereotyping and Prejudice (3 credits)

Prerequisite(s): PSYC 301 or PSYC 304 or PSYC 332. This course is designed as an advanced overview of social psychological theory and research on the basis of stereotypes, prejudice, and discrimination. Topics include social identity and categorization, explicit and implicit stereotyping and prejudice, sexism, racial diversity and justice, and fostering social change.

PSYC 421 Data Science for Social Scientists (3 credits)

Prerequisite(s): PSYC 301 (or comparable courses such as CHAD 340, LNGN 320, SOCI 302, SOCI 240, JUST 240, or STAT 330) with a B or higher and a minimum GPA of 3.0 or by Department/ Instructor approval. Exceptions will be made for students demonstrating exemplary talent (e.g., honors, involvement, challenging coursework). Proficiency with introductory statistics recommended (e.g., ANOVA, regression). Preference for those pursuing advanced education, applied research, or working a faculty lab. This course is an intermediate introduction to data analytics for social scientists using open-source statistical and graphical programming language (e.g., R, Python) to capture, visualize, analyze, and, ultimately, create rich insights about human behavior. The course is broken into three sections: (i) fundamentals of programming (e.g., R, Python), including data types, functions, importing, manipulation, and database fundamentals; (ii) psychological statistics, including visualization, ANOVA, regression, conditional process modeling, and path analysis; and (iii) data science tools, including generating reports and web apps, web scraping, machine learning, and natural language processing. No programming experience required. Ideal for students pursuing an advanced education, career in applied data analysis, or interested in statistical reasoning about human behavior.

PSYC 459 Special Topics in Psychology (3 credits)

Prerequisite(s): PSYC 301. An in-depth view of important theoretical and methodological issues in a specific area of psychology. The area to be covered is chosen by the instructor. The course permits the instructor and students to examine psychological issues which are either not covered in the curriculum or which deserve more in-depth treatment than is possible in a regular course. The course may be repeated once for a maximum of 6 credits as part of major degree requirements in psychology.

PSYC 483 Advanced Research Seminar (3 credits)

Prerequisite(s): Departmental approval. In this course, students will develop advanced understanding and experiential skills in a topic area of experimental psychology including the ethics, design, planning, execution, analysis, interpretation and dissemination of original psychological research. May be repeated for a maximum of 6 credits.

PSYC 491 Independent Study I: Research (1-3 credits)

Prerequisite(s): Departmental approval. Individual research project under supervision of a professor in the department.

PSYC 492 Independent Study II: Research (1-3 credits)

Prerequisite(s): Departmental approval. Individual research project under supervision of a professor in the department.

PSYC 495 Psychology Honors I (4 credits)

Prerequisite(s): PSYC 301; departmental approval. Restriction(s): Overall GPA of 3.5. With the instructor's guidance and supervision, each student will define an area of psychology for a comprehensive, in-depth review of research; generate research questions and hypotheses; delineate appropriate design, methodology and statistical analyses to answer these questions and test these hypotheses; collect and analyze preliminary data; and write an Honors Thesis Proposal.

PSYC 496 Psychology Honors II (4 credits)

Prerequisite(s): Completion of PSYC 495 with a grade of A or A-. This course constitutes the second semester of Psychology Honors. Students are expected to gather, analyze and interpret the data for their honors project, write the analysis and discussion chapters, and submit their completed honors thesis. Students who successfully complete this course will graduate with honors in psychology.

PSYC 499 Motivational Interviewing (3 credits)

Prerequisite(s): PSYC 301 or PSYC 354 or PSYC 365 or departmental approval. This course will introduce students to the theory, principles, and skills of motivational interviewing (MI). Students will engage in a sequence of learning activities to develop and refine clinical skills and to begin a process for developing proficiency in MI, including the four major processes – engaging, focusing, evoking, and planning. Multicultural issues will be addressed throughout the course.

PSYC 504 Cognitive Psychology (3 credits)

This course provides students with in-depth exposure to classic and contemporary theories and research in cognition. Specific topics covered include neuroscience, attention, perception, memory, knowledge representation, language, reasoning and decision-making, and natural and artificial intelligence.

PSYC 506 Multicultural Psychology (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Child/Adolesc Clinical Psych, School Psychologist or PhD in Clinical Psychology programs. This course is designed to expose students to multicultural issues which are central to theory, practice, and research. The course focuses on awareness, knowledge, and skills. Awareness is centered on understanding multiple value systems and worldviews and gaining insight into one's own cultural socialization and inherent biases. Knowledge focuses on acquiring accurate understanding of various cultural groups. Skills relate to specific culturally appropriate and tailored interventions.

PSYC 510 Research Methods in Psychology (3 credits)

Restriction(s): Matriculation in Psychology, Clinical Psych w/conc:Child/Adolesc ClinicalPsych, Clinical Psych w/conc:Forensic Psych, Industrial Organizational Psychology, School Psychologist, Psychological Sciences or PhD in Clinical Psychology programs. This course addresses skills needed to read, understand and critically evaluate research reports. Students also learn how to carry out the entire research process, beginning with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained.

PSYC 520 Human Experimental Psychology (4 credits)

Prerequisite(s): PSYC 510. Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology.

PSYC 521 Statistics and Measurement for School and Clinical Settings (3 credits)

This course introduces quantitative concepts and tools used in basic research that supports data-driven decision making in the context of educational and clinical services, including school psychology, special education, and forensics. In particular, the focus is given to developing professional knowledge and skills in preparation for assessing academic and behavioral performances, using standard statistical concepts and tools for testing and evaluation, and issues to consider in the interpretation of test scores. Special emphasis is placed on understanding statistical concepts related to test construction and psychometric properties of test scores.

PSYC 546 Data Science for Social Scientists (3 credits)

Prerequisite(s): PSYC 550 (or comparable course) with a B or higher. Restriction(s): Minimum GPA of 3.0 or by Department/Instructor approval. Exceptions will be made for students demonstrating exemplary talent (e.g., honors, involvement, challenging coursework). Proficiency with introductory statistics recommended (e.g., ANOVA, regression). Preference for those pursuing advanced education, applied research, or working a faculty lab. This course is an intermediate introduction to data analytics for social scientists using open-source statistical and graphical programming language (e.g., R, Python) to capture, visualize, analyze, and, ultimately, create rich insights about human behavior. The course is broken into three sections: (i) fundamentals of programming (e.g., R, Python), including data types, functions, importing, manipulation, and database fundamentals; (ii) psychological statistics, including visualization, ANOVA, regression, conditional process modeling, and path analysis; and (iii) data science tools, including generating reports and web apps, web scraping, machine learning, and natural language processing. No programming experience required. Ideal for students pursuing an advanced education, career in applied data analysis, or interested in statistical reasoning about human behavior.

PSYC 550 Quantitative and Statistical Methods (3 credits)

Restriction(s): Matriculation in Psychology, Clinical Psych w/conc:Child/Adolesc ClinicalPsych, Clinical Psych w/conc:Forensic Psych, Industrial Organizational Psychology, School Psychologist, Psychological Sciences or PhD in Clinical Psychology programs. This course presents the theory and use of simple and factorial ANOVA, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.

PSYC 552 Social Psychology (3 credits)

This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics covered are the history of social psychology, attitude development and change, aggression, helping behavior, social perception, stereotyping and prejudice, social influence, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

PSYC 559 Personnel Selection: Issues and Procedures (3 credits)

Restriction(s): Matriculation in Industrial Organizational Psychology program. This course addresses statistical, conceptual, and legal issues in organizational selection processes. Students learn about the role of individual differences, job performance, and job analysis in formulating and validating predictive hypotheses of employee success. Other topics include the consideration of applicant attitudes, discrimination, and utility in judging the success of selection systems, as well as methods of employee assessment and how these assessments must be conducted in order to be fair and successful. Students complete applied projects that require statistical analyses and gaining access to an organization to collect information necessary to develop selection procedures for a particular position.

PSYC 560 Advanced Educational Psychology (3 credits)

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive, and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences, including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children, and other topics.

PSYC 561 Developmental Psychology (3 credits)

Philosophical, conceptual, theoretical, and research issues pertinent to human development from prenatal life to adulthood are presented. Core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to major theories in developmental psychology are examined.

PSYC 563 Theories of Learning (3 credits)

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning—behaviorism, gestalt, cognitivism, and information-processing—are reviewed.

PSYC 565 Developmental Psychopathology (3 credits)

Restriction(s): Matriculation in Psychology, Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, School Psychologist, Psychological Sciences or PhD in Clinical Psychology programs. This course covers the development and diagnosis of psychological disorders, including mood, anxiety, disruptive behavior, substance use, and autism spectrum disorders. Students learn the developmental psychopathology framework and explore the characteristics, course, and etiology of psychological disorders. Emphasis is placed on examining relationships between cognitive, biological, social, and other factors which influence the developmental origins and consequences of emotional and behavioral problems, particularly in childhood and adolescence. This course also addresses issues associated with assessment, classification, and diagnosis, and students are expected to learn diagnostic categories and criteria from the most recent edition of the DSM.

PSYC 573 Behavioral Neuroscience (3 credits)

This course addresses the physiological bases of normal and abnormal behavior, with emphasis on the anatomy, physiology, and pathology of the human nervous system. Beginning with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

PSYC 574 Cognitive Assessment (3 credits)

Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, School Psychologist, or PhD in Clinical Psychology programs. Students learn how to administer, score, and interpret individual intelligence tests, including the Wechsler Intelligence Scales. Intelligence tests for use with children and adolescents, such as the Wechsler Intelligence Scale for Children, are covered. Theories of intelligence and the appropriateness of the tests to specific populations are discussed.

PSYC 575 Clinical Assessment (3 credits)

Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, School Psychologist, or PhD in Clinical Psychology programs. This course addresses the theory and practice of clinical assessment. Students learn various methods for assessing social, emotional, and behavioral problems, including unstructured and structured interviews, surveys, and rating scales. Students gain knowledge and skills of interviewing and report writing needed to engage clients, with emphasis on strategies for interviewing children, adolescents, and families. Instruments are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

PSYC 577 Practicum in Psychoeducational Assessment I (1 credit)

Prerequisite(s): PSYC 575. Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, School Psychologist, or PhD in Clinical Psychology programs. This course represents the first in a series of two 1-credit semester supervised practicum experiences in psychoeducational assessment at MSU's on-campus assessment clinic. Students are involved in planning and administration of psychoeducational evaluations of clients, as well as scoring and interpretation. Students also participate in feedback sessions with clients and families.

PSYC 578 Psychometrics (3 credits)

Restriction(s): Matriculation in Psychology, Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, Industrial Organizational Psychology, School Psychologist, Psychological Sciences or PhD in Clinical Psychology programs. This course surveys the theory, construction, and application of psychological tests. Topics include the statistical concepts underlying measurement, reliability and validity, critical analyses of selected tests, and evaluation and interpretation of test data in practical situations.

PSYC 579 Practicum in Psychoeducational Assessment II (1 credit)

Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc Clinical Psyc, School Psychologist, or PhD in Clinical Psychology programs. This course is the second in a series of two 1-credit semester supervised practicum experiences in psychoeducational assessment at MSU's on-campus assessment clinic. Students are involved in planning and administration of psychoeducational evaluations of clients, as well as scoring and interpretation. Students also participate in feedback sessions with clients and families.

PSYC 583 Sensation and Perception (3 credits)

This course addresses a range of visual processing phenomena, from sensory processing to memory and thinking. Topics covered include psychophysics, the physiological bases of vision, involvement of cognitive processes in perception, perceptual development, and psychoaesthetics. The course also examines hearing, the skin senses, smell, and taste.

PSYC 584 Performance Management (3 credits)

Restriction(s): Matriculation in Industrial Organizational Psychology program. This course addresses how we motivate and manage individual and group performance in organizations through performance management systems. Students learn about how performance is managed, methods of collecting performance feedback, using performance management for evaluation and development purposes, and biases and consistency issues in performance appraisals. This course also covers criterion measurement and development, the use of motivational theory in performance management, sources of performance feedback, and communicating performance feedback. Students are responsible for gaining entrance into an organization and collecting the information necessary to develop a performance management system for that organization.

PSYC 585 Work Attitudes and Motivation: Theory and Application (3 credits)

Restriction(s): Matriculation in Industrial Organizational Psychology program. This course integrates theory on work attitudes and motivation with more practical applications of developing strategies to help today's diverse population of employees become satisfied and motivated in their work settings. Students learn historical and contemporary theories of job satisfaction, stress, and motivation, assessment of these constructs, and strategies for improving satisfaction and motivation, such as goal setting, job design, incentive systems, and participation in decision making.

PSYC 589 Advanced Research Seminar (3 credits)

Prerequisite(s): Departmental approval. In this course, students will develop advanced understanding and experiential skills in a topic area of experimental psychology including the ethics, design, planning, execution, analysis, interpretation and dissemination of original psychological research. May be repeated for a maximum of 9 credits.

PSYC 592 Health Psychology (3 credits)

This course explores the theoretical, empirical, and clinical aspects of health psychology. Discussion focuses on the relation of health psychology to other areas of psychology and various scientific disciplines. Students learn about the field's historical development, research methodologies, theoretical models, and evidence-based interventions.

PSYC 594 School-Based Interventions (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Child/Adolesc Clinical Psych, School Psychologist, or PhD in Clinical Psychology programs. This course focuses on theory, research, and implementation of school-based psychosocial interventions for children, adolescents, and their families. Students learn interviewing and treatment strategies to address various childhood problems (e.g., depression, anxiety, trauma, bullying) in the context of school and classroom settings. Issues and challenges involved in implementing interventions in schools are discussed.

PSYC 601 Behavioral Assessment and Intervention (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Child/Adolesc Clinical Psych, School Psychologist, or PhD in Clinical Psychology programs. This course provides training in techniques of behavioral assessment, including direct observation, interviews, checklists, and rating scales. Assessment is considered from an empirically-based, problem-solving model, in which students learn to select assessment tools appropriate to referral questions. Students complete a functional behavioral assessment and develop a behavior intervention plan through a supervised experience in a school setting.

PSYC 611 Applied Capstone Project in Industrial and Organizational Psychology (3 credits)

Prerequisite(s): PSYC 510; PSYC 550; PSYC 578; PSYC 584; PSYC 585; and PSYC 631. Restriction(s): Matriculation in Industrial Organizational Psychology program. This course serves as a capstone experience where students work in an applied setting and receive close and ongoing supervision by both a faculty member and a practitioner with a graduate I/O (or related) degree working in industry. Students are expected to review theory and research relevant to the field of I/O, develop individual project proposals for the investigation of a problem in their applied setting, implement their proposals after approval by their faculty member, and report their completed work in both a written and an oral report for the MA degree. Must be taken twice in consecutive semesters for a total of 6 credits.

PSYC 615 Crisis Intervention and Response for Schools Psychologists (3 credits)

Prerequisite(s): PSYC 574 and PSYC 575; and PSYC 594 may be taken as prerequisite or corequisite. Restriction(s): Matriculation in graduate program in the Psychology department. This course provides an overview of comprehensive safety initiatives that focus on family-school community collaboration and preventive/responsive services through school psychology service delivery. Students learn evidence-based strategies in preventing and preparing for school crises and addressing/responding to crisis situations in schools and communities. The course includes elements of the NASP PREPaRE curriculum, an evidence based approach to crisis prevention, intervention and response in schools and communities.

PSYC 631 Interventions for Effective Organizations (3 credits)

Restriction(s): Matriculation in Industrial Organizational Psychology program. This course examines interventions based on psychological principles that are used to enhance individual and organizational effectiveness. Common interventions covered include training and development programs, executive coaching, leader and leadership development, talent management, organizational design, and innovation processes. Knowledge and skills important to developing these interventions and facilitating them in applied settings are developed. Equivalent course PSYC 566 effective through Spring 2019.

PSYC 632 Group Theory and Development in Organizations (3 credits)

Restriction(s): Matriculation in Industrial Organizational Psychology program. This course integrates theory and research on work groups with more practical applications of development and assessment of these groups. Students learn about factors that can facilitate and inhibit the development and effectiveness of successful work groups. Students learn various models of group development and team process, as well as different ways of assessing team effectiveness. Students are engaged in team projects throughout the semester to learn how working in groups and teams differs from working alone and working in a more traditionally hierarchical fashion. Equivalent course PSYC 569 effective through Spring 2019.

PSYC 633 Leadership: Theory and Development (3 credits)

Restriction(s): Matriculation in Industrial Organizational Psychology program. This course integrates theories, research, and practice in leadership and leadership development. Students learn historical and contemporary psychological theories of leadership and how their own (and others) personal views about leadership influence what they perceive as leadership. Students also learn how to develop leaders and leadership in organizations as suggested by various theories. Equivalent course PSYC 570 effective through Spring 2019.

PSYC 650 Theories of Interpersonal and Familial Violence (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Forensic Psych or PhD in Clinical Psychology programs. This course examines the psychological, criminological, and sociobiological theories of interpersonal and familial violence, as well as the psychological disorders commonly encountered in the context of individuals who may be perpetrators or victims of violence. This course spans topics related to both criminal and family court evaluations and involves review, critical evaluation, and integration of current scientific literature regarding diagnoses, phenomenology, and etiology of behavior. Topics include, but are not limited to, sexual violence, homicide, domestic violence, and child abuse and neglect. This course also explores relevant state and federal statute and case law regulating mental health professional practice.

PSYC 658 Seminar in Industrial and Organizational Psychology (3 credits)

Restriction(s): Matriculation in Industrial Organizational Psychology program. This course covers the most recent advances, issues, and problems in Industrial and Organizational Psychology through relevant professional journals, technical literature, legislation and judicial decisions, advanced research techniques, and consulting practice in order to prepare students for continued education or applied practice of the field. Students critique professional journals and review the development of topics in the field.

PSYC 659 Special Topics in Psychology (3 credits)

Restriction(s): Matriculation in Psychology, Clinical Psych w/conc:Child/Adolesc ClinicalPsych, Clinical Psych w/conc:Forensic Psych, Industrial Organizational Psychology, School Psychologist, Psychological Sciences or PhD in Clinical Psychology programs. This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology. May be repeated two times for a maximum of 9 credits as long as the topic is different.

PSYC 661 Introduction to School Psychology (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Child/Adolesc Clinical Psych, School Psychologist, or PhD in Clinical Psychology programs. This course provides an introduction the profession and practice of school psychology. Topics include the history and foundations of school psychology, roles and functions of school psychologists, professional issues and standards, and contemporary issues and anticipated future directions in the field. Students also participate in a practicum experience, in which they learn about the roles, skills, and credentials required of school psychologists by directly observing a school psychologist employed in a K-12 school setting.

PSYC 662 Externship in School Psychology (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Child/Adolesc Clinical Psych, School Psychologist, or PhD in Clinical Psychology programs. Students serve as apprentice psychologists in cooperating school districts. A certified school psychologist, employed in the cooperating district, serves as the student's on-site supervisor. Students meet weekly with the faculty instructor for additional supervision.

PSYC 663 Independent Study (1-3 credits)

Prerequisite(s): Departmental approval. The student conducts an individual project under the supervision of a professor in the department. May be taken only once for a maximum of 3 credits.

PSYC 664 Criminal Forensic Assessment (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Forensic Psych or PhD in Clinical Psychology programs. This course examines issues related to conducting assessments for the criminal courts. Students review and critique case law and current psycho-legal research as they pertain to forensic assessment and are exposed to current, empirically supported practices in forensic assessment in several domains, including, but not limited to, violence risk, adjudicative competency, mitigation and criminal responsibility, and specific issues related to the assessment of youth charged in criminal court. Emphasis is placed on preparing written reports for the criminal courts and ethical issues often experienced in criminal forensic settings. Students learn how to administer commonly used Forensic Assessment Instruments (FAIs) and how to integrate FAI data and other testing data into assessment reports.

PSYC 665 Child and Family Forensic Assessment (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Forensic Psych or PhD in Clinical Psychology programs. This course examines issues related to conducting assessments concerning children and families for the civil courts. Students review and critique current research in forensic psychology pertaining to child and family forensic assessment, as well as developing case law, such as family law in divorce and dissolution. Current assessment practices, including the use of objective and projective (including actuarial) measures, is taught. Emphasis is placed on constructing written reports and ethical issues often experienced in forensic settings related to children and families. This course also addresses forensic mental health areas involving children and families, such as child abuse and neglect (including medical neglect), risk and safety (including domestic violence), custody and parenting time, and termination of parental rights.

PSYC 667 Lifespan Psychopathology (3 credits)

Restriction(s): Matriculation in Psychology, Clinical Psych w/conc:Child/Adolesc ClinicalPsych, Clinical Psych w/conc:Forensic Psych, Industrial Organizational, School Psychologist, Psychological Sciences or PhD in Clinical Psychology programs. This course focuses on theoretical models and selected research in psychopathology across the lifespan. Students are expected to learn diagnostic categories and criteria from the most recent edition of the DSM, including anxiety and mood disorders, schizophrenia, substance use disorders, and somatic symptom disorders.

PSYC 668 Consultation Methods in Psychoeducational Settings (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Child/Adolesc Clinical Psych, School Psychologist, or PhD in Clinical Psychology programs. This course examines the theory and practice of consultation in psychoeducational settings. Students learn a collaborative, problem-solving model of consultation and about intrapersonal, interpersonal, and systemic factors associated with successful consultation. As part of the course, students serve as a consultant to a teacher under direct supervision and monitoring. Mutually Exclusive with SPED 668.

PSYC 670 Evidence-Based Psychological Interventions I (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Child/AdolescClinicalPsych or PhD in Clinical Psychology programs. This course provides an overview of the theory, research, and practice of evidence-based psychotherapy. In addition to emphasizing the development of the student's basic therapeutic and counseling skills, this course focuses largely on psychological interventions for anxiety, mood, and other emotional disorders, including intervention strategies for children and adolescents.

PSYC 671 Interventions in Forensic Psychology (3 credits)

Restriction(s): Matriculation in Clinical Psych w/conc:Forensic Psych program. This course reviews treatment concepts, techniques, and programs for youths and adults involved with the legal system, in both criminal justice and family/child protection domains. In the criminal justice domain, the course addresses evidence-based cognitive behavioral and multimodal treatments for justice-involved individuals, including those that target risk factors for reoffending, subtypes of justice-involved persons, and common non-criminogenic needs among correctional populations. Attention is also paid to assessment and multicultural issues in correctional psychology. In the family and child protection domain, topics include interventions that focus on issues concerning parents or caregivers, as well as interventions that emphasize the family. May be repeated for a maximum of 6 credits.

PSYC 672 Academic Assessment and Intervention (3 credits)

Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc Clinical Psyc and School Psychologist programs. This course introduces students to evidence-based academic assessment and intervention practices. Students learn about a variety of formative and summative assessment tools as well as intervention techniques in the areas of reading, writing, and math. Course topics include the identification of specific learning disabilities, the implementation and evaluation of systems-level interventions, and multicultural issues in academic service delivery.

PSYC 678 Ethics and Professional Issues in Psychology (3 credits)

Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, School Psychologist, or PhD in Clinical Psychology programs. This course provides a survey of ethical and professional issues in psychology practice, teaching, and research. Through readings, discussions, and case analyses, this course aims to provide students familiarity with the Ethics Code of the American Psychological Association (APA) and skills for ethical decision making and resolution of ethical dilemmas in psychology.

PSYC 679 Family Systems and Therapy (3 credits)

Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc Clinical Psyc, School Psychologist, or PhD in Clinical Psychology programs. This course examines theoretical approaches to family systems and therapy. Students learn family-based approaches to common internalizing and externalizing disorders of childhood and adolescence, including anxiety, mood, substance use, and disruptive behavior disorders. This course also covers issues of family functioning that have special relevance for the development of emotional and behavioral problems, including trauma, maltreatment, domestic violence, divorce, and parental psychopathology.

PSYC 680 Externship in Clinical Psychology (3 credits)

Restriction(s): Matriculation in Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, School Psychologist, or PhD in Clinical Psychology programs. Students complete a supervised clinical experience in a mental health setting, such as a hospital, community mental health center, or school. Depending on their placements, students may provide supervised intake interviews, psychological assessments, and individual, group, and family therapy. On-site supervision takes place under the direction of a licensed mental health professional, in cooperation with the Director of Clinical Training and program directors at Montclair State. Students also meet with a Montclair State faculty supervisor on a weekly basis. May be repeated for a maximum of 6 credits.

PSYC 691 I/O Research Seminar Readings (3 credits)

Prerequisite(s): PSYC 510, PSYC 550, and PSYC 578. The purpose of this capstone research course is to identify a current topic of interest in Psychology to serve as a basis for review of the literature and planning for an applied research project. Students will work together with a faculty member to research a general topic of interest in the literature and then plan multiple empirical projects to develop I/O PhD and MA student's procedural skills in conceptualizing, designing, gathering, and analyzing original data. Students will develop in-depth knowledge about a current topic of interest in a field of psychology, as well as sets of testable hypotheses and expectations as a basis for an applied research project.

PSYC 692 I/O Research Seminar Defense (3 credits)

Prerequisite(s): PSYC 691. This course is a continuation of the research proposal developed in PSYC 691. Students will execute their research project under the direction of faculty member and research advisor, including successful IRB approval and empirical data collection for use in hypothesis testing and statistical analysis. This includes actively recruiting participants, programming experiments, managing data collection, analyzing results, and drafting a professional poster and presentation of findings. Students will defend their final applied research project to the entire I/O psychology program to complete this course.

PSYC 698 Master's Thesis (4 credits)

Prerequisite(s): Departmental approval. Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take PSYC 699 if they don't complete PSYC 698 within the semester.

PSYC 699 Master's Thesis Extension (1 credit)

Prerequisite(s): PSYC 698. Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (in Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

PSYC 701 Trauma-Related Disorders and Treatments (3 credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. This course focuses on the nature and prevalence of exposure to potentially traumatic events and trauma-related disorders, including Acute Stress Disorder, Posttraumatic Stress Disorder, and Reactive Attachment Disorder. Biological, developmental, psychological, and sociocultural contributions to the onset and persistence of trauma-related symptoms are discussed. Finally, the course provides an overview of empirically supported treatments for trauma-related disorders, such as Cognitive Processing Therapy, Prolonged Exposure Therapy, and Trauma-Focused Cognitive Behavioral Therapy.

PSYC 702 Evidence-Based Psychological Interventions II (3 credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. This course provides an introduction to the theory, research, and practice of evidence-based psychotherapy. It is the second course in a two-course sequence, following Evidence-Based Interventions I. In addition to continued development of the student's basic therapeutic and counseling skills, this course focuses largely on psychological interventions for disruptive behavior, impulse control, substance use, addictive, and eating disorders.

PSYC 704 Seminar in Cognition, Learning, and Emotion (3 credits)

Prerequisite(s): Enrollment in the PhD Clinical Psychology program. Restriction(s): Doctoral Students (Clinical) in Psychology Department at MSU. This seminar involves the discussion of the inter-relationships between thinking, acquisition of knowledge, and affect. Topics will progress through the major types of cognitive operations, from the more basic (attention, sensation, perception, memory) to the more abstract and "higher level" (language, mental imagery, decision making, problem solving, reasoning). This seminar course is structured with overview lectures (and readings) followed by student-led presentations and discussions of detailed empirical reports in the literature. A cognitive-affective rather than neuroscience perspective will be taken in this course—though often, for elucidative purposes, connections to brain structure and function will be made.

PSYC 709 Seminar in Clinical Child Psychology (3 credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. This course provides an in-depth survey of important theoretical and methodological issues within clinical child psychology. It is designed to allow faculty with particular interests and expertise in clinical child psychology to provide breadth and depth of exposure to a selected contemporary topic (or topics) in the field, such as pediatric psychology, early childhood mental health, and dissemination and implementation science.

PSYC 710 Research Methods for Psychological Science (3 credits)

Restriction(s): Psychology PhD students only. This course is about scientific thinking and research methods in psychology. The goal of the course is to develop student competence in designing, conducting, and evaluating psychological research. The course will provide, and permit the practice of the skills needed to read, understand, and critically evaluate research, and to carry out the entire research process, beginning with identifying the research problem and ending with a proposal to conduct research. Learning objectives include mastering basic design elements of research methodology; developing competence in evaluating existing and proposed research studies, designing a study, and proposal writing; as well as foster an appreciation for the professional, diversity, and ethical issues in the conduct and publication of research in psychology.

PSYC 711 Program Planning and Evaluation in Applied Settings (3 credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. The course is designed to develop knowledge, skills, and abilities needed to effectively plan and evaluate human services and educational programs that add value to individuals and groups in organizations and related community settings. Students utilize four phases that constitute the program planning and evaluation process: clarifying the target population to be served, their human service needs, and the relevant context; designing a program that addresses important needs of the target population; implementing the program, making adjustments as indicated; and evaluating the merit of the program. Students learn to apply principles of research design relative to qualitative and quantitative data collection procedures and identify strategies to analyze and present data in a meaningful and understandable way to key stakeholders in order to make informed programmatic decisions.

PSYC 725 Psychological Science and the Law (3 credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. This course examines classic and contemporary issues in psychology and law. It explores research in a variety of areas in which psychology intersects with the legal system, including areas such as procedural justice, eyewitness identifications, jury decision-making, plea bargains and interrogation. Focus is placed on both basic and applied issues. How has research advanced relevant psychological theory, and what are the implications for future research? To what extent does or should research inform public policy? Students discuss basic psychological theory, relevant case law, and methodological issues associated with conducting research in psychology and law. Issues related to social science evidence, including expert testimony of clinical psychologists, are also addressed.

PSYC 739 Multivariate Statistics (3 credits)

Prerequisite(s): PSYC 550 or departmental approval. Restriction(s): Matriculation in Graduate Psychology Programs. This course provides a survey of multivariate statistical techniques that are typically used in psychological research. Topics covered include but are not limited to multiple regression, logistic regression, factor analysis, and methods for handling missing data. The course includes lecture and laboratory components.

PSYC 740 Theory Building and Model Testing (3 credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. This course explores advanced and specialized topics in psychological research methods. It aims to familiarize students with the nature of psychological theory and causal claims, application of structural equation modeling, and methodological pitfalls in power, measurement, and replication.

PSYC 741 Hierarchical Linear Modeling (3 credits)

Prerequisite(s): PSYC 550 (or equivalent) and PSYC 739 or by departmental approval. Restriction(s): Matriculation in any Psychology PhD program. This course introduces the theory and application of multilevel statistical models. These models are used in studies where individuals are nested within groups (e.g., therapy dyads, families, teams, organizations, schools) and/or measured repeatedly over time. The course emphasizes application and introduces computer programming using software such as SPSS, R, and Mplus.

PSYC 745 History and Systems of Psychology (3 credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. This course provides students with foundational knowledge and skills in studying the history of modern psychology. Topics include the philosophical underpinnings of modern psychology, the emergence of theory and research in Europe and the United States, and various innovations that led to the development of various domains of psychology, including clinical, school, and forensic psychology. Students also explore psychology's historical social agenda and consider its impact on contemporary social issues and practice.

PSYC 750 Quantitative and Statistical Methods for Psychological Science (3 credits)

Restriction(s): Psychology PhD students only. This course is an introductory statistics course for doctoral psychology students. The course covers foundational concepts related to data analysis and statistical inference including sampling distributions, statistical testing of hypotheses, confidence / credibility intervals, statistical assumption, data visualization, measures of effect size and more. Students will also learn how to read, interpret, and conduct the most common statistical analyses including but not limited to correlation, multiple regression, mediation analyses, moderation analyses, t-tests, various ANOVA analyses, chi-square tests, logistic regression and more.

PSYC 759 Science and Practice of Personnel Selection: Issues and Procedures (3 credits)

Prerequisite(s): Matriculation in Industrial Organizational Psychology PhD program. Restriction(s): Must be in the Industrial Organizational Psychology PhD program. This course addresses statistical, conceptual, and legal issues in organizational selection processes. Students learn about the role of individual differences, job performance, and job analysis in formulating and validating predictive hypotheses of employee success. Other topics include the consideration of applicant attitudes, discrimination, and utility in judging the success of selection systems, as well as methods of employee assessment and how these assessments must be conducted in order to be fair and successful. Students complete an applied project to develop selection procedures for a particular position.

PSYC 778 Psychometrics for Psychological Science (3 credits)

Prerequisite(s): Matriculation in psychology PhD program. Restriction(s): Must be in a psychology PhD program. Psychometrics covers theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization. By the end of the semester, students should be equipped to develop psychological tests and surveys worthy of publication in academic journals and/or use in practice.

PSYC 780 Pre-Doctoral Practicum (1 credit)

Restriction(s): Matriculation in the PhD in Clinical Psychology. Students in the PhD Program in Clinical Psychology are required to complete a series of pre-doctoral practica, which are part-time, supervised placements in clinical settings. Students are expected to deliver assessment, intervention, consultation, and/or other psychological services. On-site supervision is typically provided by a licensed doctoral-level psychologist, in cooperation with the Associate Director of Clinical Training (DCT). Students are required to complete six credits of PSYC 780 and are eligible, with permission from the Associate DCT, to take an additional six credits over the course of their matriculation.

PSYC 784 The Science and Practice of Performance Management (3 credits)

Prerequisite(s): Matriculation in the Industrial and Organizations Psychology PhD program. Restriction(s): Matriculation in the Industrial and Organizational PhD program. This course addresses how we motivate and manage individual and group performance in organizations through performance management systems. Students analyze research on and learn about how performance is managed, methods of collecting performance feedback, using performance management for evaluation and development purposes, and biases and consistency issues in performance appraisals. This course also covers criterion measurement and development, the use of motivational theory in performance management, sources of performance feedback, and communicating performance feedback. Students are responsible for gaining entrance into an organization and collecting the information necessary to develop a performance management system for that organization.

PSYC 855 Consulting Skills in Organizations (3 credits)

Restriction(s): Matriculation in I/O Psychology PhD program or department approval. Consulting skills for I/O psychologists are assessed and developed. Models for consulting for external and internal consultants are used as the basis for developing skills and strategies for ethical practice in individual, team, and organizational change. Skills to deliver evidence-based interventions and their applications to enhance organizational functioning are assessed and developed.

PSYC 857 Occupational Health Psychology (3 credits)

Restriction(s): Matriculation in I/O PhD program or department approval. This course focuses on multidisciplinary research on work, workers, and health. Employment experiences are central in adult life and understanding them in terms of physical and mental health is an important multidisciplinary issue. Occupational health psychology encompasses several interrelated areas, including 1) employee and occupational safety, 2) work, stress, and health, and the prevention of work-related illness, accidents, and other negative outcomes, 3) workplace attitudes and climate and culture of workplaces that promote health (e.g., work and family balance), 4) workplace deviance, including violence, aggression, and theft and other expressions of malfeasance, and 5) cross-cultural differences in the strain to health process. Students survey current literature in developing an in-depth understanding of these areas.

PSYC 858 Organizational Development and Change (3 credits)

Restriction(s): Matriculation in I/O PhD program or department approval. This course provides students with different perspectives on organizational development at the individual, group, and organizational levels of analysis, along with emphasis on the organization's external operation environment, strategy, and structure. Theoretical models on what causes, facilitates, and inhibits change are considered, along with real-world case analyses. In addition, this course covers the role of being a consultant, including how to enter a site, how to lead the implementation of an organizational change effort, how to effectively facilitate change across complex systems, and how to help leaders minimize "losses" arising from inevitable disruption. Consequently, the course is structured to cover both the "process" and the "content" of organizational development.

PSYC 859 Advanced Seminar in Industrial-Organizational Psychology (3 credits)

Prerequisite(s): Matriculation in I/O Psychology PhD program. Restriction(s): Matriculation in I/O Psychology PhD program. This is an advanced-level doctoral seminar of a specialized I/O psychology topic rooted in a faculty member's expertise. This course aims to promote in-depth mastery of a focused topic, help doctoral students formulate cutting-edge research questions, and promote high-level critical thinking around assumptions and evidence. Examples of possible topics include, but are not limited to, emotions and work, human learning, organizational decision-making, leadership development, and counterproductive work behavior. May be repeated for a maximum of 9 hours.

PSYC 890 Directed Research (1-3 credits)

Restriction(s): Matriculation in a doctoral program in the Psychology Department; and permission of Doctoral Program Director. A directed research course is an individualized experience negotiated between an instructor and a student, in consultation with the Doctoral Program Director, to enable that student to explore in depth a particular topic or area of knowledge with the guidance of a faculty member. Directed research courses shall not duplicate the content of regular courses but can build on and extend exploration commenced in regular courses. Directed research may include a tailored set of directed readings; development of research questions in conjunction with literature review; time invested in learning a specialized analysis, apparatus, or technique; development and piloting of a study protocol, ethical review, and data collection plan; data collection and management; and/or development, editing, and submission of final documents for publication. Directed research may be taken for the purpose of building specialized expertise, writing manuscripts, or testing and refining ideas for eventual dissertation. May be repeated up to three times for a maximum of 12 credits.

PSYC 894 Seminar in Professional Practice (3 credits)

Restriction(s): Matriculation in the PhD in Clinical Psychology. This course focuses on professional areas of practice including teaching, supervision, consultation, and interprofessional/interdisciplinary skills. Contemporary issues and controversies of interest to new professionals in the field are also explored.

PSYC 895 Pre-Doctoral Internship I (1 credit)

Prerequisite(s): Permission of Doctoral Program Director. Restriction(s): Matriculation in the PhD in Clinical Psychology. Students in the PhD program in Clinical Psychology are required to complete a pre-doctoral internship, which is comprised of an advanced, one-year full-time placement in a clinical setting determined by the Doctoral Program Director and the student. Students complete PSYC 895 in the Fall semester, followed by PSYC 896 in the Spring semester.

PSYC 896 Pre-Doctoral Internship II (1 credit)

Prerequisite(s): PSYC 895; Permission of Doctoral Program Director.

Restriction(s): Matriculation in the PhD in Clinical Psychology. Students in the PhD program in Clinical Psychology are required to complete a pre-doctoral internship, which is comprised of an advanced, one-year full-time placement in a clinical setting determined by the Doctoral Program Director and the student. Students complete PSYC 895 in the Fall semester, followed by PSYC 896 in the Spring semester.

PSYC 900 Dissertation Advisement (3-12 credits)

Prerequisite(s): Permission of Graduate Advisor required. Restriction(s):

Matriculation in the PhD in Clinical Psychology. This department requires 12 credits of PSYC 900. While enrolled in PSYC 900, students will work with their Dissertation Chair and their Dissertation Committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of Pass or Fail will be recorded.

PSYC 901 Dissertation Extension (1 credit)

Prerequisite(s): 12 credits of PSYC 900; Permission of Graduate Advisor.

Restriction(s): Matriculation in the PhD in Clinical Psychology. Once students have acquired 12 credits of PSYC 900, Dissertation Advisement, they must enroll in 1 credit of PSYC 901 in every semester in which they intend to work on the dissertation, up to and including the semester of the defense. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of Pass or Fail will be recorded. PSYC 901 may be repeated until the time limitation for completion of the doctoral program, as specified in the Doctoral Policy Manual, has been reached.