

Department of Psychology

Professors: Leonard A. Doerfler, Paula Fitzpatrick (Chairperson); *Associate Professors:* Sarah Cavanagh, Maria Kalpidou, Regina Kuersten-Hogan, Maria Parmley, Fang Zhang; *Assistant Professors:* Leamarie Gordon, Karen Lionello-DeNolf, Amy Cirillo, Alison Stoner, Adam Volungis; *Lecturers:* Leslie Adams, Johanna Sagarin, Gary Senecal, Colleen Smith, Arlene Vadum, William Warnken.

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 Our 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 abnormal psychology. 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 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. 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)

Candidates for the Psychology Major must complete twelve Psychology courses.

Foundation Course (1)

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

Research Sequence (3)

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)

PSY 390 Research Seminar (normally taken in the junior 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
PSY 251	Introduction to Brain and Behavior

Mental Health Cornerstone (1)

PSY216	Abnormal Psychology
PSY240	Psychology of Personality

Cognition and Learning Cornerstone (1)

PSY252	Cognitive Psychology
PSY253	Psychology of Learning

Capstone Seminar (1) Students must complete one capstone seminar course.

Students are encouraged to choose a 400-level seminar course that builds off a cornerstone course they have previously taken.

- PSY 408 Family Psychology
- PSY 409 Common Problems in Childhood
- PSY 410 Stereotypes and Prejudices
- PSY 416 Abnormal Child and Adolescent Psychology
- PSY 425 Clinical Psychology
- PSY 401 Senior Seminar
- PSY 402 Social, Cognitive, and Affective Neuroscience

Elective Courses (3)

Students must take three additional courses from any area and at least one must be 300 level or higher. Students may choose among the following:

Any additional cornerstone or seminar course:

- PSY 217 Psychology of Women
- PSY 220 Interpersonal Communication
- PSY 281 Psychology of Adolescence and Maturity
- PSY 285 Women's Studies I: Images
- PSY 218 Cultural Psychology
- PSY 286 Organization and Industrial Psychology
- PSY 295 Psychology of Deviance
- PSY 385 Women of the World
- PSY 330 Positive Psychology
- PSY 386 Psychology of Aging
- PSY 301 Internship in Psychology
- PSY 335 Motivation and Emotion
- PSY 399 Independent Study
- ABA 350 Applied Behavior Analysis: Evidence-based Interventions
- ABA 450 Applied Behavior Analysis: Implications for Practice

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.

First Year

Fall	Spring
PSY101 General Psychology	One Social/Developmental Cornerstone (PSY210, PSY290) OR one Mental Health Cornerstone (PSY216, PSY 240)

Sophomore Year

Fall	Spring
One Social/Developmental Cornerstone (PSY210, PSY290) OR one Mental Health Cornerstone (PSY216, PSY 240) (Recommended or Spring sophomore year)	Biological Cornerstone (PSY 250 AND/OR Cognition and Learning Cornerstone (PSY252, PSY253)
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 (PSY252, PSY253) (Recommended or Spring junior year)	Elective 300+-level (Recommended or senior year)
PSY 390 Research Seminar (Recommended or Spring junior year)	Elective 200+-level (Fall or Spring)

Senior Year

Fall	Spring
Capstone Seminar (Fall or Spring)	

DOUBLE COUNTS IN THE CORE FOR PSYCHOLOGY MAJORS

Second scientific or quantitative course PSY224 or PSY 101 or PSY 253
Person and Society PSY101 or PSY210 or PSY290 or PSY 240
Global Awareness PSY218 (currently not offered)

ADVISING TIPS FOR THE MAJOR IN PSYCHOLOGY

- Although 12 courses are required for the major, students can take up to 14 psychology courses.
- Several students take independent study (PSY399) to gain more research experience.
- Students may begin to explore the major by taking PSY101, which is a prerequisite to several research courses (PSY225, PSY390) 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 (PSY210, PSY290, PSY216, PSY240, PSY253). Students entering with AP credit for PSY 101 should plan to take one social/developmental or mental health cornerstone in the fall of their first year.
- Students must complete the research courses in the sequence of PSY224, PSY 225, PSY390. We recommend students take the courses in consecutive semesters, unless they study abroad.
- More than one cornerstone course can be taken at the same time.
- Students are encouraged to take the cornerstone courses that do not have prerequisites first.
- At least one course from each cornerstone is offered every semester.
- Starting in 2018-2019, PSY 251 will be offered in the fall and PSY 250 will be offered in the spring.
- 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.
- 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 to help guide career planning for entering the workforce or graduate school.
- ABA courses count as elective courses (PSY253 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 College.

WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY LEAD TO?

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>

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

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

https://twitter.com/AC_Psychology

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 counts as a social science in the Core Curriculum requirements. (Fall, Spring)

Staff/Three credits

PSY 202 THE PSYCHOLOGY OF VOCATION

This course will provide students with an understanding of vocation from a psychological perspective and guides them through the discovery of their own strengths, interests, and vocational aspirations. Students are introduced to various theoretical frameworks used to conceptualize our motivation to work and contribute to society, including social learning theory, career development theory, and positive psychology. Students will complete a series of self-evaluations of their career and personal aspirations and will be helped to interpret and reflect on their self-discoveries. In addition, we will read and discuss various examples of individuals and their vocational paths based on psychological conceptions of vocation and students will interview an individual to gain deeper insights into career development and factors that influence it. This seminar-style course heavily emphasizes class discussions of theoretical and case materials in career and vocational psychology.

Kuersten-Hogan/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 counts as a social science in the Core Curriculum requirements. (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. (Fall)

Staff/Three credits

PSY 216 ABNORMAL PSYCHOLOGY

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 comparisons 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. This course counts as a second Math course in the Core curriculum. (Fall, Spring)

Parmley, Zhang/Three credits

PSY 225W 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, Fitzpatrick/*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. (Fall, Spring)

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)

Fitzpatrick/*Three credits*

PSY 251 INTRODUCTION TO BRAIN AND BEHAVIOR

In this course, stress is placed on determining the contributions and limitations of Introduction to Brain and Behavior in understanding behaviors, such as perception and thinking, psychosomatic disorders, learning, and emotion. Prerequisite: PSY 101. This course fulfills the Core Requirement for a science without a lab. (Fall)

Cavanagh/*Three*

PSY 252 COGNITIVE PSYCHOLOGY

The purpose of this course is to give each student an opportunity to consider what it means to have knowledge and to explore how it is possible to have a scientific understanding of what it means to think. We will discuss a number of historical and contemporary theories of how we acquire, store, and use information about the world. The importance and relevance of these ideas will be explored by studying their application in diverse fields, such as artificial intelligence, law, neuroscience, health, and aging. Prerequisite: PSY 101. (Fall, Spring)

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. (Fall, Spring)

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)

Staff/*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. This course counts as a social science in the Core Curriculum requirements. (Fall, Spring)

Staff/*Three credits*

PSY 286 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY

This courses undertakes a survey of current theory and practice in the field of industrial psychology. Topics covered include personnel issues, leadership, motivation and satisfaction, and communications. Emphasis will be placed on the person in the work environment at all levels. (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 counts as a social science in the Core Curriculum requirements. (Fall, Spring)

Kalpidou/*Three credits*

PSY 295 PSYCHOLOGY OF DEVIANCE

This course is concerned with a critical analysis of the meaning of deviance. It examines socially undesirable deviance; for example, mental disorder, white-collar crime, crime in the streets, and juvenile delinquency, as well as social innovation. The theories and research considered will focus on the process whereby an individual in our culture acquires and adjusts to a deviant status, as well as how society defines and reacts to deviance. (Fall, Spring)

Staff/*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. Prerequisite: PSY 101. (Spring)

Kuersten-Hogan/*Three credits*

PSY 330 POSITIVE PSYCHOLOGY: PSYCHOLOGY OF WELL-BEING

This course explores contemporary research in positive psychology, neuroscience, and psychology of religion on how spirituality (mindfulness, meditation, religion), and positive emotions, activities, and traits impact well-being. This course invites students to understand factors that allow an individual to thrive and lead a meaningful and fulfilling life. Students will read both science and non-science sources to understand the neuroscience that lends empirical validation to our understanding of what constitutes a "good life". Students will also participate in experiential exercises to apply course concepts to their own lives, develop knowledge to live well, and contribute to their communities. This course helps students integrate knowledge across specializations in psychology (positive psychology, psychology of religion, neuroscience) as well as across disciplines (e.g., philosophy and theology). Students will be challenged to think about how the claims of faith can be integrated with and/or compared to science as they explore the complementarity of faith and reason. (Fall)

Fitzpatrick/*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)

Cavanagh/*Three credits*

PSY 386 PSYCHOLOGY OF AGING

This course is aimed at giving undergraduate students an exposure to the multiple facets of the aging experience within a lifespan developmental perspective. While an overview of the basic research on biological, psychological, and social aspects of aging will be presented, this course will attempt an integration of the material through an exploration of the salient issues faced by the individual elderly person and a society dealing with an increasingly aged population. *Staff/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)

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

Fitzpatrick, Gordon, Kalpidou, Parmley, Zhang/*Three 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.

Kalpidou/*Three credits*

PSY 399 INDEPENDENT STUDY

Open to qualified Junior and Senior Psychology majors with permission of the instructor, the Chairperson, and the Dean of Studies. (Fall, Spring)

Staff/*One to Three credits*

PSY 401 SENIOR SEMINAR (Seminar course)

This course is designed to offer the student an opportunity to integrate concepts introduced in previous psychology courses and to examine one psychological issue in depth. The course format will vary with instructors. Prerequisite: Senior and Junior Psychology majors. (Spring)

Staff/*Three credits*

PSY 402 SOCIAL, COGNITIVE, AND AFFECTIVE NEUROSCIENCE (Seminar Course)

This upper-level seminar course will lead students to understand and critique contemporary peer-reviewed research in the fields of social, cognitive, and affective neuroscience. After a brief review of brain anatomy and technologies used to study the live human brain, we will critically examine a number of representative research articles in the aforementioned domains. Topics of interest will include the neural substrates of consciousness, prejudice, language, emotion, and psychopathology. Prerequisite: PSY 251 Introduction to Brain and Behavior, or permission of instructor. (Spring)

Cavanagh/*Three credits*

PSY 408 FAMILY PSYCHOLOGY (Seminar Course)

This course will provide students with an understanding of normal family functioning including family interaction and communication patterns and normative family life cycle transitions. Students are introduced to various theoretical frameworks used to conceptualize family functioning, including family systems theory. Furthermore, the role of gender, culture, and ethnicity in families is examined. Students are familiarized with research methods and coding systems utilized in family research and will have the opportunity practice analyzing family interaction patterns portrayed in case examples. Students are also guided through interpretations of research reports published in family psychology journals. While the main focus in this class is on characteristics of normative family functioning, students will receive a brief introduction to the dynamics of families afflicted with mental illness and receive an overview of different family therapy models. This seminar-style course heavily emphasizes class discussions of theoretical and empirical literature in family psychology as well as discussions of videotaped examples of family interaction patterns. In addition, classes involve student presentations, lectures, and hands-on learning activities designed to illustrate principles of family dynamics. Prerequisites: PSY 290, PSY 216 (Fall, Alternate Years)

Kuersten-Hogan/*Three credits*

PSY 409 COMMON PROBLEMS IN CHILDHOOD (Seminar Course)

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)

Kalpidou/Three credits

PSY 410 STEREOTYPES AND PREJUDICE (Seminar Course)

This course will examine the current theories and methodologies focused on understanding stereotyping, prejudice, and discrimination. The origins of stereotypes and prejudicial attitudes, and how affective, motivational, and cognitive processes might be involved will be discussed. To explore these issues, the course will examine how stereotypes are assessed, discuss the strengths and weaknesses of different approaches, and present a multi-method approach for assessing stereotypes and prejudice. Topics in the course include: reasons for the persistence and prevalence of stereotypes and prejudice, understanding psychological processes underlying prejudice directed toward a variety of social groups, and possible ways to change group stereotypes or reduce prejudice. Finally, psychology's current understanding of why people use and apply stereotypes in their everyday behavior and thinking will be investigated. Prerequisite: PSY 210 (Spring)

Parmley/Three credits

PSY 416 ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY (Seminar Course)

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 116, PSY 190 (Fall, Alternate Years)

Kuersten-Hogan/Three credits

PSY 425 CLINICAL PSYCHOLOGY (Seminar Course)

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, Spring)

Cirillo/Three credits