



# Psychological Sciences

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## PSYCHOLOGY FACULTY

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### DEPARTMENT DESCRIPTION

Psychology is devoted to the study of individuals, particularly of their behavior and mental processes. In studying individuals, psychologists employ scientific methods and gather empirical evidence. Students of psychology learn to employ these methods to think critically and creatively about human behavior, develop strong problem-solving skills, and learn to apply new knowledge to social and individual problems.

The Department of Psychology offers students a representative and balanced exposure to the theories, methods, findings, and issues in psychology. Through their coursework, students are introduced to the major perspectives that predominate in psychology today, including the neurological, cognitive, developmental, sociocultural, and clinical perspectives. Students have the opportunity to work with faculty on their research, to conduct their own independent research projects and to complete supervised field experiences and internships.

### TEACHER PREPARATION

The Psychology Department in conjunction with the Education Department offers courses leading to Indiana licensing in social studies secondary education.

### ADVANCED WRITING PROFICIENCY

The Advanced Writing Proficiency requirement in psychology is designed to foster the development of a wide range of psychological writing skills and styles, including the following: the analysis and synthesis of research literature using scientific (i.e., APA style) writing; case study descriptions of child and adult development; report of a scientific research project and structured lab observations; personal reflections on the intersection of theory, research, and person experiences; reasoned position papers using empirical evidence to support the student's argument. Students complete a designated set of papers to demonstrate competence in various writing skills and proficiency in specific styles of psychological writing.

### SENIOR COMPREHENSIVE

Psychology majors may complete one of two types of Senior Comprehensive projects in psychology: an extensive review of the literature on a psychological topic, or an empirical research study that the student proposes and conducts independently. Students present their senior comprehensive projects to the psychology faculty and their peers. Satisfactory completion of the PSYC 495 class, their projects, and presentations, satisfies the senior comprehensive requirement.

### PSYCHOLOGY DEPARTMENT STUDENT LEARNING OUTCOMES

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- Students will demonstrate competence in psychological writing and oral presentations. They will describe human behavior with clarity; construct, defend, and criticize arguments effectively; and employ evidence appropriately.
- Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.
- Students will demonstrate information competence and the ability to use computers and other technology for research, statistical analysis, and communication.
- Students will understand the nature and impact of culturally diverse environments on human behavior and can respond as an agent of change.
- Students will emerge from the major with self-knowledge as well as realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

## PROGRAM IN PSYCHOLOGY

### **Bachelor of Arts, Major in Psychology—PSYC (34 hours)**

#### **Highly Recommended to fulfill General Education Requirements**

BIO 105-106	Cells to Self/ Mendel, Darwin, and the World We Live In	8 hours
or BIO 155-158	Foundations of Biology	8 hours

#### **All of the following:**

MATH 104 or higher		3 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
PSYC 158	Orientation to Psychology	1 hour
PSYC 324	Statistics in Psychology	3 hours
PSYC 325	Research Methods in Psychology	4 hours
PSYC 495	Senior Seminar in Psychology	3 hours

#### **Level Two (Two of the following):**

PSYC 201	Child Development	3 hours
PSYC 201L	Child Development Lab	1 hour
PSYC 223	Psychology of Personality	3 hours
PSYC 234/	Neuropsychology	3 hours
PSYC 234L	Neuropsychology Lab (optional)	1 hour
PSYC 237/	Cultural Psychology	3 hours
ICS/JUST 310	Diversity Dialogues (optional)	1 hour

#### **Level Three (Two of the following):**

BIO 235	Foundations of Neuroscience	4 hours
PSYC 326	Abnormal Psychology	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 364/	Cognitive Psychology	3 hours
PSYC 364L	Cognitive Psychology Lab (optional)	1 hour

#### **Level Four (Two of the following):**

PSYC 287	Immersive Intercultural Psychology	3 hours
PSYC 401	Psychology of Adult Development and Aging	3 hours
PSYC 402	Psychology of Women	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
PSYC 442	Historical Roots of Modern Psychology	3 hours

PSYC 449	Sensation and Perception	3 hours
PSYC 455	Psychology and Poverty	3 hours
PSYC 462	Psychological Assessment	3 hours
PSYC 481	Clinical Psychology	3 hours
Three credit hours of applied work		3 hours
PSYC 482	Clinical Practicum	1–3 hours
PSYC 485	Independent Research in Psychology	1–3 hours
PSYC 497	Independent Study in Psychology	1–3 hours
PSYC 499	Internship in Psychology	1–3 hours

**Laboratory Requirement: In addition to Research Methods, a minimum of two lab courses are required.**

### **Minor in Psychology—PSYC (18 hours)**

#### **All of the following:**

PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours

#### **Level Two (One of the following):**

PSYC 201	Child Development (includes Lab)	3 hours
PSYC 201L	Child Development Lab	1 hour
PSYC 223	Psychology of Personality	3 hours
PSYC 234/	Neuropsychology	3 hours
PSYC 234L	Neuropsychology Lab (optional)	1 hour
PSYC 237/	Cultural Psychology	3 hours
ICS/JUST 310	Diversity Dialogues (optional)	1 hour

#### **Level Three (One of the following):**

BIO 235	Foundations of Neuroscience	4 hours
PSYC 326	Abnormal Psychology	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 364/	Cognitive Psychology	3 hours
PSYC 364L	Cognitive Psychology Lab (optional)	1 hour

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PSYC 449	Sensation and Perception	3 hours
PSYC 455	Psychology and Poverty	3 hours
PSYC 462	Psychological Assessment	3 hours
PSYC 481	Clinical Psychology	3 hours
PSYC 482	Practicum in Clinical and Community Psychology	3 hours
Three credit hours of applied work		3 hours
PSYC 485	Independent Research in Psychology	1–3 hours
PSYC 497	Independent Study in Psychology	1–3 hours
PSYC 499	Internship in Psychology	1–3 hours

**Two additional courses (6 credits) from any of the above**

## PSYCHOLOGY COURSES (PSYC)

### **156 Introduction to Psychology: Culture and Systems (3)**

An introductory survey of theories, topics, and applications in psychology. Course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 156 course is organized around systems of thought and

social science concepts that identify biological, psychodynamic, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts. A student cannot earn credit for both PSYC 156 and 157.

### **157 Introduction to Psychology: Science for the Citizen (3)**

An introductory survey of theories, topics and applications in psychology. Courses cover a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 157 course emphasizes social science methodology and, therefore, students will conduct basic studies to address psychological questions using appropriate research methods. A student cannot earn credit for both PSYC 156 and 157.

### **158 Orientation to Psychology (1)**

This course is designed to give Psychology majors the knowledge and tools they need to get the most out of the major and assist them in making informed decisions about future choices in Psychology. It also fits with the college's mission to help, "women develop their talents and prepare to make a difference in the world" and the APA goal of establishing on accurate self-assessment and professional development. During the course of the semester we will discuss the sub disciplines of Psychology, research opportunities, and career options with varying levels of education. You will learn about Psychology at Saint Mary's, including course requirements and opportunities available outside the classroom, and learn to plan out your academic and professional career. Additionally, you will learn about writing in American Psychological Association (APA) format and have opportunities to practice writing in this style.

### **201 Child Development (3)**

A study of the psychological development of the normal individual from conception through adolescence. Consideration is given to topics such as heredity and environment, learning, perception, cognition, and neurological, social, and emotional development using an ecological systems perspective. In labs, students are introduced to the research and assessment methods used by psychologists who work with and study children. Prerequisite: PSYC 156 or 157. Corequisite: PSYC 201L.

### **201L Child Development Lab (1)**

Because the best way to learn about development is to spend time with children, students enrolled in PSYC 201 will observe and interact with children at the Early Childhood Development Center. Once per week, students will complete course-related experiences at the ECDC and you will complete written assignments on specific topics. Through this process, students will gain experience using observational methods and gather hands-on information about children's development. Prerequisite: PSYC 156 or 157. Corequisite: PSYC 201 or permission of the instructor.

### **223 Psychology of Personality (3)**

Discussion of major contemporary theories of personality including the psychoanalytic, behavioristic, cognitive, humanistic, and information-processing theories and the research emerging from these theories. Prerequisite: PSYC 156 or 157.

### **234 Neuropsychology (3)**

This course serves as an introduction to the intersection between the nervous system and psychology, with a special focus on human and animal brain-behavior relationships. This course is meant to provide a "systems" approach to brain function and to help you understand the ways in which the nervous system produces behavior and thought, and how it allows us to interact with our environment. There will be some discussion of the biological basis of behavior (the action potential and neurotransmitters), but special emphasis will be placed on common methodological approaches in the assessment and measurement of behavior, and how the human brain is responsible for things such as learning and memory, sensation and perception of the environment, emotion, personality, and brain organization. We will also closely examine the physiological basis of psychological and behavior disorders, neuroplasticity, and the organization of the brain (neuroanatomy). Discussion of individual differences versus general commonalities in behavior will be a theme. Weekly labs will be used for mini-experiments or to evaluate literature in neuropsychological topics. Evaluation will be based on exams, quizzes, article discussions, experimental worksheets, and writing assignments. Prerequisite: PSYC 156 or 157.

### **234L Neuropsychology Lab (1)**

An introduction to methods and techniques employed in neuroscience. Corequisite: PSYC 234.

### **237 Cultural Psychology (3)**

In this course we will investigate nine major points of cultural conflict. Together we will work to better understand how and why these cultural clashes emerge, and how we ourselves are shaped by our own cultural worldviews. Throughout the course students will come to learn about cultural psychology, the basis of many cultural conflicts, and how to approach cultural divides. This course is intended for students who are interested in learning more about cultural psychology, but also for those who are interested in learning how to think about and discuss culture. Students will read primary texts that identifies and explains many of the major cultural clashes of our time, and will also watch documentaries and take field trips to gain a deeper understanding of the material. Prerequisite: PSYC 156 or 157; optional co-req ICS/JUST 310 for lab requirement.

### **256 Psychology Through Film (2)**

In this course we will explore psychological topics through watching and analyzing a range of contemporary films. Topics will include Remembering & Forgetting, Emotions, Development & Environment, Personality, Intersections of Identity, Disorders, and Social & Cultural Influences. The course will be a mix of lecture, viewings, and discussion. Students will be expected to use an understanding of psychological methods and theory to better understand and analyze the films' content, while also using the films' content to better understand psychological theories. Prerequisite: PSYC 156 or 157.

### **287 Immersive Intercultural Psychology (3)**

In this course students will immerse themselves in a faculty-led study abroad trip that focuses on the unique cultural landscape of various locations. Students will travel through all or part of a country, meet with local community members, tour historical sights, visit contemporary museums and institutions, learn about the country's distinct culture cycle, and apply psychological theory to increase their own intercultural competence. Students are expected to respectfully engage with the local surroundings and people, while analyzing and reflecting on the current cultural climate. Prerequisites: PSYC 237 or permission of the instructor.

### **304 Psychology of Child and Family in Contemporary Society (3)**

This course focuses on emerging family structures, their effect on children, and ways of supporting children's development in contemporary society. Topics include historical transformations in definitions of families; divorced, single-parent and blended families; lesbian and gay families, cultural and ethnic diversity in families; working women and dual-career families; family stressors; daycare; and government policies about families. Prerequisites: PSYC 156 or 157 and 201 or permission of the instructor.

### **305 Lifespan Developmental Psychology (3)**

A study of the basic sequences and processes of human development from the prenatal period through death. Emphasis is on the unique nature of the Lifespan approach to studying development, examining continuities and discontinuities, the interaction of nature and nurture, and age-related and nonnormative influences on development. Prerequisite: PSYC 156 or 157.

### **319 Cognitive and Behavioral Therapies (3)**

A survey of principles, methods, issues, and applications in the cognitive and behavioral therapies. Topics and applications in areas such as applied behavior analysis, cognitive behavior therapy, exposure therapy, and dialectical behavior therapy are included. Prerequisite: PSYC 156 or 157.

### **324 Statistics in Psychology (3)**

An introduction to concepts and procedures involved in various research methods common to psychology as well as the statistical procedures appropriate to each. Both critical thinking skills and statistical computations are emphasized. Prerequisite: PSYC 156 or 157 and MATH 104 or higher.

### **325 Research Methods in Psychology (4)**

Students are introduced to the design, replication, analysis, and reporting of research, using both experimental and correlational methods. Students acquire skills in critical thinking and experience with computer programs in statistics. Prerequisite: PSYC 324. Completion of at least one 300-level Psychology class is recommended.

### **326 Abnormal Psychology (3)**

An introduction to the major questions, issues, perspectives, and findings in contemporary abnormal psychology. Major disorders and their classification in DSM-V are discussed. Causes and treatment of

disorders from psychological, biological, and sociocultural models are reviewed. Prerequisites: PSYC 156 or 157 and 201 or 223 or permission of the instructor.

### **332 Animal Learning and Cognition (3)**

A study of major theoretical approaches and issues in the area of learning, with an emphasis on animal learning. Topics include: operant and classical conditioning, biological constraints, and animal cognition. Prerequisite: PSYC 156 or 157.

### **337 Social Psychology (3)**

Social psychology critically studies how certain situations and the presence of others can influence our everyday lives. The course examines how our self-perceptions, attitudes, and impressions are affected by society; how and why we stereotype others; the phenomena of conformity, obedience, and group think; aggression and altruism; and finally, how we are influenced by our culture and the media. Prerequisite: PSYC 156 or 157.

### **337L Social Psychology Lab (1)**

Students are introduced to research methods in social psychology. Groups will engage in a variety of pre-designed projects and will complete a project of their own design. Corequisite: PSYC 337.

### **360 Psychology and the Law (3)**

This course examines how psychology has impacted and informed the law, as well as how psychological opinion differs from the law. Law and legal practice may have as much to do with the people who are interpreting or administering the laws as with the legal doctrines under consideration. This fact constitutes one of the compelling reasons to examine psychological aspects of law. Prerequisite: PSYC 156 or 157.

### **364 Cognitive Psychology (3)**

A survey of contemporary theories and research on the acquisition, retention, and use of knowledge as well as processes involved in thinking. Topics include perception, attention, memory, language, imagery, cognitive development, reasoning, problem solving, creativity, and artificial intelligence. Prerequisite: PSYC 156 or 157.

### **364L Cognitive Psychology Lab (1)**

This course complements Intro to Cognitive Psychology (Psych 364) and is intended to give the student a hands-on experience of the topics covered in cognitive psychology. The major topics of study will be attention, knowledge representation, memory, reasoning, problem solving and language. Throughout the laboratory, our emphasis will be on scientific reasoning, process and method. After taking this course, you should (1) demonstrate knowledge and understanding of the theory and research in major subfields of cognitive psychology, (2) apply cognitive psychology concepts to everyday life, (3) based on the cognitive psychology literature, learn to approach problems effectively and use principles of reasoning to recognize, defend and criticize arguments.

### **389 Practicum in Teaching Psychology (1–3)**

Qualified students take responsibility for leading class discussions and preparing instructional and evaluative materials for selected psychology courses under the supervision of the instructor. Prerequisites: PSYC 156 or 157, junior standing, and permission of the instructor. May be repeated.

### **390 Special Topics in Psychology (1–3)**

An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. Students of demonstrated academic ability and maturity may initiate a course on a topic of their choice provided that they have secured a faculty sponsor in advance who will act as an advisor for and participant in the course. Student-initiated courses require the submission of an acceptable proposal prior to registration. Recent PSYC 390 topics have included: Anxiety Disorders, Psychology of Prejudice, and Science and the Self. Prerequisites: PSYC 156 or 157 and permission of the instructor.

### **401 Psychology of Adult Development and Aging (3)**

A seminar course that focuses on personality development from late adolescence through old age. Emphasis is placed on the changing personal growth issues which the developing adult faces. The course follows Erikson's stages, and includes the following topics: identity development, Jung's individuation theory of adult personality development, midlife crises, intergenerational relationships, and an examination of similarities and differences in men's and women's development. Prerequisites: PSYC 156 or 157 and 201 or permission of the instructor.

### **402 Psychology of Women (3)**

An examination of the experience of women from various psychological perspectives. Topics include the biological, social, interpersonal, and cognitive factors involved in gender identity, gender roles, and gender differences. Students reflect on and discuss the material from an objective and analytical point of view in addition to a personal point of view reflecting personal values and experience. Prerequisites: junior standing, PSYC 223 or permission of the instructor.

### **403 Psychology of Adolescence (3)**

This course provides an overview of the theories and empirical studies examining biological, cognitive, emotional, and social transitions associated with adolescent behavior and psychosocial development. Prerequisite: PSYC 156 or 157 or permission of the instructor.

### **433 Stress and Resilience Across the Lifespan (3)**

The purpose of this course is to study stress and resilience across the lifespan. Theorists and researchers have different ideas about what stress is, what qualifies as a stressor, and what factors make one resilient to stress. We will discuss the various perspectives and read evidence for a variety of these approaches. This will be done within a developmental framework, considering factors across the lifespan that are relevant to these topics. You will be asked to apply concepts to your life or the lives of those you care about, and connecting resilience resources to consider how you can respond better in the face of your own adversity.

### **437 Psychology of Violence (3)**

This course will cover many aspects of the psychology of violence. Students will read classic and modern psychological journal articles, paired with memoirs and films, in order to better understand the processes that contribute to, or reduce, violence from the individual to the larger scale. Prerequisite: PSYC 337 and junior or senior standing or permission of instructor.

### **438 Stereotyping and Prejudice (3)**

This course will examine issues of stereotyping and prejudice from a social psychological perspective. Using a mix of quantitative journal articles, novels, and films, students will identify and explore why people stereotype, how prejudices form, the effects of prejudice, how to combat stereotyping, and how members of disadvantaged groups can psychologically protect themselves against the negative effects of stigma. Students should have an understanding of social psychology or have taken a course in research methods. Prerequisite: PSYC 337 and junior or senior standing or permission of instructor.

### **442 Historical Roots of Modern Psychology (3)**

A seminar devoted to discussion of persistent issues in psychology, with an emphasis on connections between contemporary questions and both their historical roots and continuing philosophical dimensions. Readings will emphasize original source material. Prerequisites: PSYC 156 or 157 and junior or senior standing.

### **449 Sensation and Perception (3)**

A look into the process by which we understand and interpret the world around us through our senses. Our nervous system then interprets and alters this information, given our experience, surroundings, and attention or biases, in the process called perception. Prerequisite: PSYC 234.

### **455 Psychology and Poverty (3)**

Psychology has much to say about the impact of poverty on individuals. How does the stress of housing and food insecurity affect the family and children of those in poverty? Why are people resistant to supporting social programs that might result in a better life for those now living in poverty? This course will examine the problem through academic discussion and through conversations with those living in and fighting poverty with the goal of creating a broader understanding of this social problem. Prerequisite: Sophia Program Social Science I.

### **462 Psychological Assessment (3)**

An introduction to the history, theory, administration, and interpretation of psychological tests, including tests of intelligence, personality, achievement, and interests. Prerequisites: PSYC 156 or 157 and 324.

### **481 Clinical Psychology (3)**

An introduction to clinical psychology as a helping profession, with a focus on interviewing skills and on facilitating the development of a supportive, nondirective relationship. Topics include: a client-oriented model of helping, identifying and clarifying problems, and formulating strategies for change. Prerequisites: PSYC 326 or permission of the instructor.

### **482 Practicum in Clinical and Community Psychology (3)**

Students receive supervised experience in a community setting and meet once a week as a group to discuss and evaluate their experiences and to relate them to topics in clinical psychology. Prerequisites: PSYC 481 and permission of the instructor.

### **485 Independent Research in Psychology (1–3)**

The student designs and conducts an empirical study on a problem of her choice and writes up her research in a standard research report format. Prerequisites: PSYC 156 and 324, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated for a maximum of six hours.

### **495 Senior Seminar in Psychology (3)**

A required seminar course for senior psychology majors designed as a capstone experience and an opportunity for students to contribute to the discourse of psychology. Two sections of the course are offered, focusing on either an empirical study or a comprehensive literature review. In addition to seminar readings and discussion, students either develop an empirical study and write a report which demonstrates their ability to conduct and present research on a psychological topic of interest; or examine a topic from a psychological standpoint and write a comprehensive literature review that persuasively presents their own perspective on the topic. Students present their projects both to their class, and to the psychology faculty and other students. Successful completion of the seminar project and the formal presentation satisfies the comprehensive examination requirement for the B.A. in Psychology. Prerequisites: Senior psychology major status, PSYC 324/325, and three other 300-level PSYC classes.

### **497 Independent Study in Psychology (1–3)**

Intensive and critical reading culminating in a paper in an area that supplements regular course offerings. Alternatively, students can complete an internship, provided that they are prepared by previous relevant course completion. Prerequisites: PSYC 156 or 157, submission of an acceptable proposal prior to registration, and permission of the instructor.

### **.499 Internship in Psychology (1–3)**

This course is designed to give students hands-on experience in psychology. Before the start of the semester, students are expected to already be placed in a pre-approved internship in psychology; this course will run in conjunction with that experience. Students will use this course to reflect on their internship experience in real time, work through any problems or difficulties as they arise, and provide feedback to one another on professional skills, such as communication and CV writing. Credits will be determined by number of hours worked at the internship site.