PSY - Psychology

Courses numbered 500 to 799 = undergraduate/graduate. (Individual courses may be limited to undergraduate students only.) Courses numbered 800 to 999 = graduate.

PSY 508. Psychology Tutorial  (1-3).
Selected topics in psychology. Repeatable for a total of 6 credit hours. Instructor's consent may be required. Check Schedule of Courses. Prerequisite(s): PSY 111.

PSY 508AB. Psychology of Video Games  (3).
An introduction to psychological research and how it pertains to video games. This course will cover game design from the perspective of psychological research, both in academic fields such as perception and attention and also user experience research found in the game development industry. Prerequisite(s): PSY 111.

PSY 508AH. Aging as a Societal Issue: OK Boomer and Beyond Honors  (3).
Cross-listed as HNRS 306I. General education social and behavioral sciences course. Presents demographic information about the transformation of the U.S. into an aging society, as well as current research about the aging process itself. Social policy implications are explored in areas such as healthcare, the workplace and technology. The course engages students from different generations in dialogue with dialogue topics chosen by the students and class sessions throughout the semester led by student teams. Prerequisite(s): honors student or permission of the Honors College.

PSY 511. Introduction to School Psychology  (3).
Cross-listed as CLES 511. Introduces students to a career in school psychology. School psychologists work in schools to solve students' academic and behavioral problems through consultation, assessment and intervention. Course examines the roles and functions of school psychologists, the methods used to address students' psychoeducational needs, and the school and community systems within which they operate. Course includes diversity content.

PSY 512. Exploring Concepts and Careers in Educational Psychology  (3).
Cross-listed as CLES 512. Explores the field of educational psychology and its application in different areas, such as teaching, learning, coaching, training, assessment and research. Introduces students to the wide variety of careers in educational psychology. Also introduces students to the practical application of educational psychology by considering topics such as cognition (problem solving, memory, decision making), behavioral learning principles, motivation, human development, curriculum development, assessment, basic research design, and the role of research. Course includes diversity content.

PSY 534. Psychology of Women  (3).
General education social and behavioral sciences course. Cross-listed as WOMS 534. Psychological assumptions, research and theories of the roles, behavior and potential of women in contemporary society. Course includes diversity content. Prerequisite(s): PSY 111.

PSY 536. Behavior Modification  (3).
A study of the basic assumptions, principles and issues of behavioral approach to helping persons with psychological problems. Includes demonstration and individualized practice in general helping skills as well as individual projects in applying these skills. For undergraduate credit only. Course includes diversity content. Prerequisite(s): PSY 111 and instructor's consent.

PSY 544. Abnormal Psychology  (3).
An introductory survey of abnormalities of behavior. Examines definitions, causes, types and classifications of abnormal behavior. Covers various theories of abnormality, research evidence and various methods of diagnosis and treatment. Presents hypotheses regarding prevention of abnormality. Prerequisite(s): PSY 324.

PSY 556. Introduction to Clinical Psychology  (3).
A survey of current ethical, conceptual and research issues involved in the assessment and treatment of psychopathology. Reviews contemporary psychotherapies emphasizing the relative efficacy of each and the therapeutic mechanisms through which they initiate behavioral change. Prerequisite(s): PSY 324.

PSY 559. Successful Aging: Theory, Research and Practice  (3).
Cross-listed as AGE 559, SCWK 559, and SOC 559. Reviews current interventions which promote successful aging. Theoretical bases of this work in biomedical and life span/developmental psychology are featured. Intended for students in the College of Health Professions, Liberal Arts and Sciences, and Engineering. Course includes diversity content. Prerequisite(s): AGE 100, or PSY 111, or SCWK 201, or SOC 111.

PSY 559H. Successful Aging: Theory, Research and Practice Honors  (3).
Cross-listed as AGE 559, SCWK 559, and SOC 559. Reviews current interventions which promote successful aging. Theoretical bases of this work in biomedical and life span/developmental psychology are featured. Intended for students in the College of Health Professions, Liberal Arts and Sciences, and Engineering. Course includes diversity content. Prerequisite: AGE 100, or PSY 111, or SCWK 201, or SOC 111.

PSY 568. Computer Applications to the Behavioral Sciences  (3).
Introduction to state of the art programming environments designed for psychological research. Students learn how to perform basic statistical analyses, program visual and auditory experiments, and analyze data. Applications include such areas as mathematical modeling and creating experiments. Previous programming experience is encouraged, but not required. Repeatable for credit with a change of content. Prerequisite(s): 9 hours in the social sciences.

PSY 608. Special Investigation  (1-3).
Upon consultation with instructor, advanced students with adequate preparation may undertake original research or directed readings in psychological problems. Repeatable for a total of 6 credit hours. Requires consultation with, and approval by, appropriate adviser prior to registration. Prerequisite(s): 9 hours in psychology and instructor's consent.

PSY 727. Selected Topics in Human Factors Psychology  (3).
Introduction to one of several special topics in the area of human factors. Students review relevant literature and learn theory and application of specific methodologies in a variety of work environments. Repeatable for credit. Prerequisite(s): instructor's consent.

PSY 750. Psychology Workshop  (1-3).
Specialized instruction, using various formats in selected topics and areas of psychology.

PSY 901. Graduate Research  (1-3).
Individual research. Prerequisite(s): advisor's consent and graduate standing.

PSY 902. Advanced Research Methods I  (4).
3 Classroom hours; 3 Lab hours. Part one of a two-course sequence aimed at advanced treatment of statistical and research design issues. Statistical methods included are analysis of variance, analysis of covariance, multiple comparisons and multiple regression. Design issues include research planning, validity, quasi vs. experimental designs, prediction vs. explanation and modeling. The associated lab
provides basic computer skills for access to the mainframe and some basic training for EXCEL, and SPSS for Windows. Prerequisite(s): instructor's consent.

PSY 903. Advanced Research Methods II (4).
3 Classroom hours; 3 Lab hours. Continuation of PSY 902. Statistical techniques emphasized are a continuation of multiple regression, structural analyses including AMOS, factor analysis, canonical correlation and discriminant analysis. Includes advanced design issues. The associated lab provides additional computer skills for Excel, and SPSS for Windows. Prerequisite(s): PSY 902, instructor's consent.

PSY 904. Biological and Philosophical Foundations of Psychology (3).
Develops the idea that psychology is a biosocial science. Examines the philosophical foundations of science itself before exploring the biological foundations and contextual nature of psychological science. Readings cover biological factors as they pertain to psychology: evolution, genetics, maturation, functional neuroanatomy, physiology. Includes critical reviews of genetic determinism, neural localization and hemispheric specialization. Prerequisite(s): instructor's consent.

PSY 905. Cognitive/Learning Foundations of Behavior (3).
Focuses on how human beings learn, maintain and modify behavior, and how cognitive knowledge is acquired, maintained, represented and used. Serves as an integrated resource of the main issues and the theoretical questions investigated in the psychology of learning and cognition. A basic understanding of classical and instrumental conditioning, and the cognitive processes of memory, language, speech, thought, decision making and problem solving are provided. Prerequisite(s): instructor's consent.

PSY 906. Assessment of Personality and Individual Differences (3).
Reviews psychometric principles underlying assessment of individual differences in cognition and personality. Major approaches to assessment of normal personality variables are examined. Students self-administer several personality instruments and assess a client under supervision. Prerequisite(s): instructor's consent.

PSY 907. Social and Developmental Foundations of Behavior (3).
Examines basic assumptions, theories and methods in social and developmental psychology. Describes and analyzes research concerning the functional significance of social relationships for development and the embeddedness of behavior in social, ecological and cultural contexts, focusing on a number of substantive issues such as person perception and social cognition, affiliation and attachment, socialization and interpersonal interaction, social support, and social roles and contexts over the life span. Considers the applications of theories of attribution, attitude change, group functioning and attachment to current social problems. Prerequisite(s): instructor's consent.

PSY 908. Doctoral Dissertation (1-3).
Student-driven research experience to address a specific research question. Potential topics should be formulated by the student and discussed with their advisor. Repeatable for credit. Prerequisite(s): admission to candidacy and instructor's consent.

PSY 909. Preproposal Research (1-3).
A research course for students who have completed the second year project but have not taken qualifying examinations. Focuses on the first steps in developing a dissertation proposal. May be taken an unlimited number of times.

Prepares doctoral students in psychology to assume undergraduate teaching duties. Presents basic pedagogical tools as well as university and departmental policies and procedures. Students learn about opportunities to incorporate technology in the classroom and have several occasions to observe and practice teaching. Introduces students to important ethical issues that confront teachers of psychology and provides strategies for handling ethical dilemmas. Psychology graduate students are required to complete 3 credit hours of this course or have equivalent experience before teaching. Partially fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership.

PSY 912. Seminar on Cultural Diversity (3).
Examines theoretical frameworks and develops culturally appropriate strategies in therapy and prevention efforts in the community. Emphasizes understanding the importance of culture and how it may impact treatment and prevention outcomes. Focuses on developing skills to work effectively with diverse populations. Prerequisite(s): instructor's consent.

PSY 920. Psychological Principles of Human Factors (3).
Focuses on the interaction of people with machines and technology in a variety of environments. Provides depth to the topics surveyed in PSY 405 and serves as a means of integrating cognitive, biological and perceptual psychology in applied settings. Prerequisite(s): completion of undergraduate course in cognitive psychology or PSY 905; and instructor's consent after interview for doctoral students from other disciplines.

PSY 921. Seminar in Human Factors (3).
Focuses on a sample of contemporary human factors problems through review of current literature and theory. Content changes as new problems attain prominence internationally, but a typical sample might be human factors in the aging population; human factors in airport security and baggage marking; and human factors in third-world industrialization. Prerequisite(s): completion of 9 hours of foundations of psychology doctoral courses; for doctoral students from other disciplines, instructor's consent after an interview.

PSY 922. Seminar in Software Psychology (3).
Intensive study of principles and methods of engineering psychology (human factors) applied to the design and evaluation of computer software. Includes research methods, programming as human performance, programming style, software quality evaluation, organizing the programming team, interactive interface issues, and the design of interactive computer systems. Prerequisite(s): instructor's consent.

PSY 925. Seminar in Perception (3).
Intensive study in theory and research in perceptual processes. Prerequisite(s): PSY 409, or equivalent and instructor's consent.

PSY 926. Internship in Human Factors Psychology (1-3).
Repeatable for credit up to 6 hours. A planned placement experience in an off-campus setting, giving the doctoral human factors psychology student an opportunity to apply the principles of human factors psychology. Prerequisite(s): adviser's consent.

PSY 940. Seminar in Community-Clinical Psychology (3).
Introduces basic historical, conceptual, research, methodological and ethical issues in community-clinical psychology. Examines the responsibilities and roles of psychologists in the promotion of human functioning. Reviews models and determinants of human behavior from individual, developmental and ecological/contextual perspectives. Details the reciprocal relationship between research and practical applications of psychological knowledge and the application
of that knowledge to human psychosocial problems. Prerequisite(s): instructor's consent.

An examination of research methods which are used in community settings to develop and evaluate programs. Regarding program development, there is discussion of different data collection strategies used to assess community needs. Explores a variety of topics related to program evaluation including research design issues, developing criteria of merit, and the politicization of program evaluation. Prerequisite(s): instructor's consent.

PSY 942. Seminar in Community and Organizational Intervention (3).
Focuses on the development and/or change of community-based programs and organizations and the implementation and funding of community-based programs. Explores the theoretical and conceptual basis of these interventions, drawing on material from community psychology, public health and applied social psychology. Helps prepare students to become involved as professionals in community-based health or mental health interventions in a variety of roles: as program developers, proposal writers, program implementers and program managers. Prerequisite(s): instructor's consent.

PSY 943. Seminar in Prevention (3).
Reviews the historical, theoretical and empirical bases of prevention psychology. Presents contemporary models of prevention psychology including the ecological, social and community mental health perspectives. Could include primary prevention, empowerment, community-based prevention, self-help, social policy and the prevention of psychosocial problems through environmental intervention. Prerequisite(s): instructor's consent.

PSY 944. Practicum in Community Psychology (1-3).
Provides supervised practice working in community-based organizations on such tasks as needs assessment, program development and program evaluation. Organizational settings may be in the areas of mental health and education. Services may be prevention-oriented. Repeatable for credit. Prerequisite(s): instructor's consent.

PSY 948. Seminar in Community Leadership (3).
Seminar explores contemporary principles of community leadership from a community psychology framework. In an interactive and applied learning format, this seminar focuses on relevant theory, research, best practices and experiential knowledge regarding community leadership to gain understanding of key concepts and practices of leadership, develop individual leadership skills based on personal strengths, be introduced to the breadth of opportunity for civic and community engagement, and gain leadership skills to become more effective in improving community and civic life. Prerequisite(s): instructor's consent.

PSY 949. Seminar in Community Advocacy and Social Policy (3).
Seminar explores contemporary principles of community advocacy and social policy from a community psychology framework. In an interactive and applied learning format, this seminar focuses on relevant theory, research, best practices and experiential knowledge regarding community advocacy and social policy to gain an understanding of key concepts and practices of grassroots advocacy and the development and implementation of social policy. Opportunities for civic and community engagement to gain skills for a more effective community are provided. Prerequisite(s): instructor's consent.

PSY 960. Ethical and Professional Issues in Clinical Psychology (3).
Focuses on several pertinent professional, legal, ethical and related issues and concerns that impact the self-identity, credentialing, practice and status of contemporary clinical psychology. Includes an historical overview of the development of both the discipline and profession of clinical psychology; professional associations that represent each; the credentialing and education/training of clinical psychologists; and how the practice of clinical psychology is governed and impacted by the APA Ethical Code, related laws and associated judicial rulings such as Tarasoff, and professional practice standards.

PSY 961. Seminar in Cognitive-Behavioral Assessment (3).
Surveys standards used in evaluating the quality of cognitive-behavioral assessment techniques and procedures. Provides a description, critical analysis and conceptualization of how such assessment methods as interviewing, behavioral observations, self-monitoring, self-report inventories, and standardized intelligence testing can be used to meet the goals of a cognitive-behavioral approach to psychological assessment. Prerequisite(s): instructor's consent.

PSY 961L. Cognitive-Behavioral Assessment Lab (1).

PSY 962. Seminar in Cognitive-Behavioral Therapy (3).
3 Classroom hours; 3 Lab hours. Reviews the theoretical and empirical support for specific behavior therapeutic practices. Approaches may include systematic desensitization, flooding, contingency management techniques and cognitive therapies. Also discusses the interface between behavioral assessment and clinical practice. Prerequisite(s): instructor's consent.

PSY 962L. Cognitive-Behavioral Therapy Lab (1).
Supplements PSY 962 by providing students with hands-on training and experience with an array of techniques and procedures used in conducting psychological interventions from a cognitive-behavioral perspective. Covers reinforcement procedures, desensitization, cognitive therapy, dialectical behavior therapy, and self-regulation procedures. Prerequisite(s): instructor's consent. Corequisite(s): PSY 962.

PSY 963. Practicum in Clinical Psychology (1-3).
Gives the student further experience in developing clinical skills. Students are supervised in their clinical work with individual clients seen through the department clinic, and/or other appropriate sites. Repeatable for credit. Prerequisite(s): instructor's consent.

PSY 964. Development of Abnormal Behavior (3).
Considers the descriptive characteristics of abnormal behavior; a developmental perspective. Considers the ecological, social-environmental, personal, and genetic-biological contexts and causes of such behavior. Discusses implications for preventative and clinical interventions. Prerequisite(s): instructor's consent.

PSY 965. Special Issues in Psychological Assessment (1-4).
Covers contemporary and developing approaches to psychological assessment identified by the department. Course procedures and content vary according to topic. Repeatable for credit. Prerequisite(s): departmental or instructor's consent.

PSY 966. Special Issues in Psychotherapeutic Interventions (1-4).
Covers contemporary and developing approaches to psychotherapy identified by the department. Course procedures and content vary according to topic. Repeatable for credit. Prerequisite(s): departmental or instructor's consent.

PSY 966E. Marriage and Family Therapy (1).
This workshop explores the human experience of shared self in couple relationships. Discussion addresses techniques for applying various models of marriage and family therapy to help clients sustain more supportive and satisfying relationships. Individual, interactional, intergenerational and cultural aspects of systems theories are considered. Participants gain familiarity with theoretical concepts.
of change, emphasis on interactions and systems, and the role of the therapist.

**PSY 966L. Accept and Commitment Therapy** (3).
Covers contemporary and developing approaches to psychotherapy identified by the department. Prerequisite(s): departmental or instructor's consent.

**PSY 966M. Long Term Exposure Therapy for PTSD** (1).
Covers contemporary and developing approaches to psychotherapy identified by the department. Course procedures and content vary according to topic.

**PSY 975. Seminar in Psychotherapy** (3).
Provides an in-depth description and critical analysis of various theories and methods of psychotherapy, an examination of the efficacy of these therapeutic approaches, and a survey of common issues in psychotherapy, such as process and outcome, and client and therapist variables in the therapeutic process. Prerequisite(s): PSY 111 and instructor's consent.

**PSY 976. Advanced Psychopathology** (3).
An overview of major categories of psychopathology consistent with the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders. Reviews descriptive features of each diagnostic category and information on the clinical course and etiology. Examines differing definitions of psychopathology and paradigmatic approaches to the study of psychopathology. Prerequisite(s): instructor's consent.

**PSY 977. Internship in Clinical Psychology** (1-3).
A planned one-year supervised clinical internship at an off-campus site approved by APPIC for training in clinical psychology. Gives the clinical student an opportunity to further develop and employ clinical skills in an applied supervised training setting. Prerequisite(s): advisor's consent.

**PSY 979. Seminar in Personality Assessment** (3).
Introduces students to organizing theories of personality and how personality frameworks allow for the conceptualization and assessment of psychopathology. Designed to teach students about the appropriate administration, usage and interpretation of major personality assessment instruments, such as the MMPI-2, MCMI-III, and PAI. Discusses how personality can be assessed at different levels of functioning and with differing methodologies, and how these methods must be carefully considered in understanding the whole person. Students learn how to write an assessment report with attention devoted to how findings from various measures and methods converge and diverge.

**PSY 990. Seminar in Current Developments** (1-3).
Intensive study of current issues, techniques, research and application. Repeatable for credit up to 6 hours with a change of content. Prerequisite(s): instructor's consent.