

# Department of *Psychology*

## **The UIA B.A. in Psychology: The European Track**

(Based on the guidelines described in the European Framework for Psychologists' Training)

The European Framework for Psychologists' Training proposes minimal requirements concerning the scope and contents of the psychology curriculum. It defines the qualifications, which a professional psychologist should attain, in terms of content categories and a minimal magnitude in terms of curriculum units.

The unit adopted is the ECTS-unit (ECTS=Educational Credit Transfer System).

**1 ECTS unit** is assumed to be **equivalent to 25 hours of active study** (i.e. 'study load') by the student. **1 credit hour** in UIA is assumed to be **equivalent to 1,5 ECTS**.

The university curriculum should have a duration of at least 5 years (300 ECTS), divided over **180 units for the 1st phase (B.A.; or 124 credit hours)** and 120 units for the 2nd phase (M.A. and supervised practice). The duration for supervised practice should be at least 1 year.

The academic curriculum must cover all curriculum components outlined in Table 1. Table 2 expresses the limits within which the composition of the curriculum may vary. They provide a flexible definition of the 'common core' of European psychology in operational terms.

**Table 1. First Phase (B.A.)**

	<b>Individuals Groups Systems/Society</b>
Orientation	Methods in psychology History of psychology Specialities and professional fields in psychology
Explanatory theories <i>Knowledge</i>	General psychology Neuropsychology Cognitive psychology Differential Psychology Social Psychology Developmental Psychology Personality Psychology Work psychology Health & Clinical Psychology Educational psychology Psychopathology
Theories of techniques <i>Knowledge</i>	Data and test theory Questionnaire theory Evaluation theory
Explanatory theories <i>Skills</i>	Diagnostic skills training Interview skills training
Theories of techniques <i>Skills</i>	Test and questionnaire construction training Group intervention training
Methods <i>Knowledge</i>	Introduction to methods: experimental methods. Qualitative and Quantitative methods
Methods <i>Skills</i>	Experimental practice, Methodological & statistical practice Data acquisition training, Qualitative analysis
Academic skills	Collecting information/library, Papers reading / writing Ethics
Non psychology theories <i>Knowledge</i>	Epistemology, Philosophy, Sociology, Anthropology

**Table 2. EUROPsYCH Framework: Core standards (in ECTS)**

Phase	Component	Individual	Group	Society	Total
1 <sup>st</sup> Phase: ("Bachelor" or equivalent)	Orientation	The curriculum should include orientation to psychology, its sub-disciplines and areas of professional activity			Min 125 - Max 135
	Theoretical courses and practicals	Max 95	Min 20	Min 20	
	Academic skills	Academic skills training should be included			
	Methodology	Min 30			Min 45 - Max 55
	Non-psychology theory	Min 15 - Max 25			

The requirements should be understood as follows:

1. The largest part of the B.A. should be devoted to theoretical courses and skills training; however some part should be reserved for methodology and non-psychological theory (e.g. philosophy or sociology) that is relevant for the study of psychology. It is suggested that the part spent on theoretical courses and skills training, plus orientation and academic skills should be between 125 and 135 units (over 2 years). Within the theoretical courses and skills training the largest part should be devoted to individual behavior. The behavior of people in groups and society should receive a minimal coverage of 20 units each.
2. Methodology should have a coverage of at least 30 units; non-psychological theory between 15 and 25 units. Taken together, these curriculum components should account for 45 to 55 units.

## The new European Track

Any student who wants to do a B.A. in Psychology that can be later recognized in the European Union should complete the following courses:

### General Education Core

ENGL-101 (3cr.)

COMM-100 (2cr.) or COMM-200 (3cr.)

PHIL-110 or PHIL-120 (3cr.)

HIST-102 (3cr.)

PHYS-100 (3cr.) – *BIOL-100 is recommended*

ENGL-102 (3cr.)

2 courses from among art, music, theatre (6cr.)

1 cross-cultural course (3cr.) – *ANTH-100 is recommended*

MATH-150 (4cr.)

1 social inquiry course (3cr.) – *SOC-101 is recommended*

1 religion course (3cr.)

INTD-101 (1cr.)

**Total: 37 or 38 credit hours**

Under certain conditions, students may also be required to attend ENGL-100 (3cr.) and/or MATH-108 (3cr.). Therefore, a student will have attended **between 37 and 44 credit hours by the time s/he completes the General Education Core.**

### Major Requirements

Orientation		<i>Required: 14</i>
		<i>Electives: 0</i>
S.C.	Title	Cr.
PSY-100	Orientation to Psychology	1
PSY-110	General Psychology I	3
PSY-111	General Psychology II	3
PSY-460	Practicum in Psychology	4
PSY-470-46	History of Psychology	3

<b>Biological</b>		<i>Required: 6</i>
		<i>Electives: 0 or 3 *</i>
<b>S.C.</b>	<b>Title</b>	<b>Cr.</b>
PSY-230	Brain and Behavior	3
PSY-470-47	Clinical & Experimental Neuropsychology	3
PSY-470-48	Evolution of Behavior	3

<b>Cognitive</b>		<i>Required: 3</i>
		<i>Electives: 6</i>
<b>S.C.</b>	<b>Title</b>	<b>Cr.</b>
PSY-260	Cognitive Psychology	3
PSY-320	Learning and Memory	3
PSY-470-49	Language and Thought	3
PSY-470-50	Sensation and Perception	3

<b>Developmental</b>		<i>Required: 9</i>
		<i>Electives: 0</i>
<b>S.C.</b>	<b>Title</b>	<b>Cr.</b>
PSY-220	Child & Adolescent Development	3
PSY-360	Adult Development & Aging	3
PSY-470-51	Educational Psychology	3

<b>Individual Differences</b>		<i>Required: 3</i>
		<i>Electives: 3 or 6 *</i>
<b>S.C.</b>	<b>Title</b>	<b>Cr.</b>
PSY-250	Psychology of Personality	3
PSY-470-52	Test & Questionnaire Theory & Construction	3
PSY-470-53	Differential Psychology	3
PSY-470-54	Psychometrics	3

<b>Social</b>		<i>Required: 6</i>
		<i>Electives: 6 or 9 *</i>
<b>S.C.</b>	<b>Title</b>	<b>Cr.</b>
PSY-210	Social Psychology	3
PSY-470-55	Industrial/Organizational Psychology	3
PSY-330	Psychology of Gender	3
PSY-470-56	Economic Psychology	3
PSY-470-1	Marriage and Family	3
PSY-470-45	Psychology and Law / Forensic Psychology	3
PSY-470-57	Theories and Techniques of Group Dynamics	3
PSY-470-58	Motivation and Emotions	3

<b>Abnormal</b>		<i>Required: 3</i>
		<i>Electives: 6 or 9 *</i>
<b>S.C.</b>	<b>Title</b>	<b>Cr.</b>
PSY-240	Abnormal Psychology	3
PSY-420	Theories of Counseling	3
PSY-430	Techniques of Counseling	3
PSY-470-59	Health Psychology	3
PSY-470-43	Child Psychopathology & Treatment Approaches	3

<b>Methods and Stats</b>		<i>Required: 20</i>
		<i>Electives: 0</i>
<b>S.C.</b>	<b>Title</b>	<b>Cr.</b>
MATH-220	Elementary Statistics	4
PSY-310	Research Methods	4
PSY-350	Research Experience I & Lab	4
PSY-450	Research Experience II & Lab	4
PSY-470-60	Applied Statistics for the Behavioral Sciences	4

# Department of *Psychology*

## Psychology Courses

*Psychology courses are offered through the Department of Psychology. Information about the department and its majors and minors can be found in the Academic Catalog and the departmental website (<http://psychology.uindy.gr>).*

**Scheduling Codes:** Scheduling codes are primarily for classes during Semester I and II; they may not reflect the scheduling of winter or summer classes.

*Note: These codes are a guide for projected scheduling of courses; departments reserve the right to modify course offerings when special circumstances arise.*

Y ..... Every year

O..... Every other year

N ..... May not be offered every year

D ..... On sufficient demand

SI ..... Semester I every year

O/ SI ..... Every other year Semester I

SII ..... Semester II every year

O/ SII ..... Every other year Semester II

A ..... Every semester

<b>PSY-100</b>	<b>Orientation to Psychology</b>	<b>(1)</b>	<b>A</b>
Students are acquainted with career options, departmental resources, requirements in the major, research style, professional practice, and ethical principles in psychology. They are also introduced to principles of scientific writing, methods of inquiry, and other conventions in the field. Students should complete this course in their freshman or sophomore year, immediately after they declare a psychology major.			
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<b>PSY-110</b>	<b>General Psychology I</b>	<b>(3)</b>	<b>A</b>
Introduction to the scientific study of human behavior. Topics include scientific methods of research in psychology; biological bases of behavior; sensation and perception; consciousness; language; learning and memory; and thinking. Major theoretical approaches, empirical methods, and data are highlighted in each area.			
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<b>PSY-111</b>	<b>General Psychology II</b>	<b>(3)</b>	<b>A</b>
Introduction to the study of human development, motivation, personality, health psychology, psychological disorders, therapies, social psychology, and cultural psychology. Historical background, major theoretical approaches, and research findings are highlighted in each area covered.			
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<b>PSY-205</b>	<b>The Psychology of Personal Adjustment</b>	<b>(3)</b>	<b>D</b>
<p>This course investigates how normal functional behavior develops and is sustained. Topics include intimacy and relationships, self- esteem, self- deception, motivation, altruism, tolerance of diversity, and pro-social behavior. The course is not merely a personal growth class, but uses critical thinking skills and empirical research, as well as the student's personal experience as tools for understanding healthy behavior.</p>			
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<b>PSY-210</b>	<b>Social Psychology</b>	<b>(3)</b>	<b>O</b>
<p>Scientific study of how social situations influence the thoughts, feelings, and behaviors of individuals. Topics covered include attitude formation and change, conformity, aggression, pro-social behavior, interpersonal attraction, the formation and maintenance of relationships, group structure and dynamics, and social perception.</p>			
<p><i>Prerequisite: PSY-111; PSY-110 recommended.</i></p>			

<b>PSY-220</b>	<b>Child and Adolescent Development</b>	<b>(3)</b>	<b>O</b>
<p>Survey of the major theoretical perspectives and research findings in the study of prenatal development, infancy, childhood, and adolescence. Covers the description and explanation of cognitive, language, personality, social, emotional, and physical development during these age periods. This course also acquaints students with current controversies, research methods, and applied issues in developmental psychology.</p>			
<p><i>Prerequisite: PSY-110 or 111.</i></p>			

<b>PSY-230</b>	<b>Brain and Behavior</b>	<b>(3)</b>	<b>O</b>
<p>Survey of the biological bases of behavior. Topics include structure of the nervous system; neural function; neurotransmitters; brain structures underlying behaviors such as sensation, sleep, memory, and language.</p>			
<p><i>Prerequisite: PSY-110; PSY-111 recommended.</i></p>			

<b>PSY-240</b>	<b>Abnormal Psychology</b>	<b>(3)</b>	<b>O</b>
<p>Survey of the major forms of abnormal behavior. Topics include the symptoms and diagnostic criteria for various types of mental illness, theories about how different types of abnormal behavior develop and are maintained, and various therapeutic approaches used in the treatment of mental disorders. Current research and empirical findings related to abnormal behavior are presented.</p>			
<p><i>Prerequisite: PSY-110 or 111.</i></p>			

<b>PSY-250</b>	<b>Psychology of Personality</b>	<b>(3)</b>	<b>O</b>
Survey of various theoretical conceptions of personality and the different types of data upon which they are based. Each approach is evaluated critically in light of its ability to explain scientifically both the uniqueness of individual patterns of behavior and the personality characteristics common to all humans.			
<i>Prerequisite: PSY-110 or 111.</i>			
<b>PSY-260</b>	<b>Cognitive Psychology</b>	<b>(3)</b>	<b>O</b>
Survey of the major aspects of human cognition, including: attention, perception, memory, language, reasoning, and problem- solving. Theories focus on mental processes and representations, and are based on data from both normal and neuropsychological populations.			
<i>Prerequisite: PSY-110; PSY-111 is recommended.</i>			
<b>PSY-310</b>	<b>Research Methods</b>	<b>(4)</b>	<b>SII</b>
Introduction to research methods in psychology, including experimental and correlational techniques. Topics include design of experiments; surveys; observational research; single- case studies; writing research reports; ethics in research. Emphasis on conceptual understanding of research issues, and application of the principles of experimental design.			
<i>Prerequisites: PSY-110 and PSY-111; MATH-220 or 245; at least one psychology course at the 200-level or above.</i>			
<b>PSY-320</b>	<b>Learning and Memory</b>	<b>(3)</b>	<b>F</b>
Examination of data and theories of learning and memory in both animals and humans. Topics include: classical and operant conditioning; spatial cognition; encoding and retrieval; memory for prose; memory systems; and amnesia.			
<i>Prerequisite: PSY-260.</i>			
<b>PSY-330</b>	<b>Psychology of Gender</b>	<b>(3)</b>	<b>F</b>
Gender and gender related behaviors are studied from social and psychological perspectives. Major topics include the creation and development of gendered identities, gender in close relationships, social and cultural influences on the formation and maintenance of gender identity, gender issues in mental health, the influence of gender on work and achievement, and gender issues in aging.			
<i>Prerequisite: PSY-110 or 111.</i>			

<b>PSY-350</b>	<b>Research Experience I*</b>	<b>(3)</b>	<b>O</b>
<p>Students and instructor work together, mastering current knowledge on a cutting- edge topic in psychology. This course culminates in a creative effort to contribute to the focus area by conducting a jointly designed original research project and presenting the results in a public forum.</p>			
<p><i>Must be taken concurrently with PSY-351. Prerequisite: PSY-110 or 111.</i></p> <p><i>* PSY-350 and PSY-351 may be taken for honors as part of the Honors College program. An honors section of the course is offered. In addition to the regular requirements of the course, students are expected to show initiative, work more independently, and pursue topics in greater depth and breadth than students taking the regular section of the course. In addition, the honors lab will require more extensive lab work than the regular section of the course.</i></p>			
<b>PSY-351</b>	<b>Research Experience I Lab*</b>	<b>(1)</b>	<b>O</b>
<p>This lab is required as part of PSY-350. Lab activities include running laboratory experiments, coding data, doing fieldwork, transcribing data, depending on the nature of the research project.</p>			
<p><i>Must be taken concurrently with PSY-350. Prerequisite: PSY-110 or 111.</i></p> <p><i>* PSY-350 and PSY-351 may be taken for honors as part of the Honors College program. An honors section of the course is offered. In addition to the regular requirements of the course, students are expected to show initiative, work more independently, and pursue topics in greater depth and breadth than students taking the regular section of the course. In addition, the honors lab will require more extensive lab work than the regular section of the course.</i></p>			
<b>PSY-360</b>	<b>Adult Development and Aging</b>	<b>(3)</b>	<b>O</b>
<p>Introduces students interested in gerontology to individual and interpersonal aspects of development in adulthood and old age. Using an interdisciplinary orientation, this course covers topics involving biological, cognitive, emotional, behavioral, and social aspects of development during this period of the life course.</p>			
<p><i>Prerequisite: PSY-110 or 111.</i></p>			
<b>PSY-420</b>	<b>Theories of Counseling</b>	<b>(3)</b>	<b>F</b>
<p>Survey of the major theories of counseling and psychotherapy. Among the theories covered are behavioral, cognitive, psychodynamic, existential, gestalt, client- centered, rational- emotive, and family therapy approaches. The course reviews various perspectives on how problems develop, how each theory attempts to intervene, and the ethical treatment of clients.</p>			
<p><i>This class serves as the theoretical background for PSY-430 Techniques of Counseling. It may be taken prior to or concurrently with PSY-430 when offered. Prerequisite: PSY-110 or 111.</i></p>			
<b>PSY-430</b>	<b>Techniques of Counseling</b>	<b>(3)</b>	<b>F</b>
<p>Students learn the fundamentals of therapeutic relationships. Through live and videotaped role- play sessions, students are coached on their interaction with clients. Among the topics discussed are basic listening and attending skills, exploration of client problems, defining and focusing therapeutic goals, the use of confrontation, utilizing influencing skills and strategies, and the termination process. Professional issues such as confidentiality, ethics, and consultation are also covered.</p>			
<p><i>Prerequisite: PSY-420 or permission of instructor.</i></p>			

<b>PSY-450</b>	<b>Research Experience II</b>	<b>(3)</b>	<b>O</b>
<p>Follows the same format as PSY- 350, with the exception that students will pursue their own research question. This course offers students the opportunity to investigate an area of personal interest by conducting an empirical research project. Students will conduct a literature search, design and carry out their own study, and present the results in a poster session.</p>			
<p><i>Must be taken concurrently with PSY-451. Prerequisite: PSY-350 or permission of instructor.</i></p>			
<b>PSY-451</b>	<b>Research Experience II Lab</b>	<b>(1)</b>	<b>O</b>
<p>This lab is required as part of PSY-450. Lab activities depend on the nature of the research project.</p>			
<p><i>Must be taken concurrently with PSY-451. Prerequisite: PSY-350 or permission of instructor.</i></p>			
<b>PSY-460</b>	<b>Practicum in Psychology</b>	<b>(4)</b>	<b>O</b>
<p>The practicum involves the student being placed at a field site. There the student observes and assists in the provision of psychological services such as testing, teaching, counseling, and advising. Working under the supervision of a qualified professional the student is given tasks that are within the scope of the student's abilities and training. The course exposes students to professional issues and problems in the delivery of psychological services. A classroom component is also involved. Research practica are also available through this course.</p>			
<p><i>Prerequisites: Senior standing and permission of instructor.</i></p>			
<b>PSY-470</b>	<b>Special Topics in Psychology</b>	<b>(3)</b>	
<p>Study of a particular area of psychology not covered comprehensively in one of the other advanced courses. The topic for a given semester is announced prior to registration for the semester, having been selected in response to student needs and interests. Examples of special topics include: psychology and the law, human sexuality, clinical psychology, industrial psychology, child psychopathology, etc. A student may receive credit more than once for PSY-470 if a different topic is covered each time.</p>			
<p><i>Prerequisite: PSY-110 or 111 and at least junior standing or permission of instructor.</i></p>			

<b>PSY-470-46</b>	<b>History of Psychology</b>	<b>(3)</b>	<b>O</b>
<p>This course examines the historical background and development of major systems of thought and theories contributing to current developments in psychology: Structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. The effects of social forces as well as the contributions of the leading psychologists are emphasized. Methodological problems of theory construction and system making. Particular attention is given to the critical evaluation of the prevailing ideas and methodologies in contemporary psychology.</p>			
<p><i>Prerequisites: PSY-110.</i></p>			
<b>PSY-470-47</b>	<b>Clinical &amp; Experimental Neuropsychology</b>	<b>(3)</b>	<b>O</b>
<p>This course concentrates on the functions of different brain areas, brain connectivity and its consequences for information processing and theories of brain function. The consequences of brain damage for neuropsychological function are also examined. Among the topics to be considered are sensory systems; motor systems; higher brain systems; sub cortical systems and the limbic system.</p>			
<p><i>Prerequisites: PSY-230 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-48</b>	<b>Evolution of Behavior</b>	<b>(3)</b>	<b>F</b>
<p>This course places human behavior in an evolutionary framework, showing how much human behavior has been subject to natural selection and is genetically transmitted. Emphasizes the continuities between human and non-human behavior. Classic ethological theories and sociobiology are discussed.</p>			
<p><i>Prerequisites: PSY-230 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-49</b>	<b>Language &amp; Thought</b>	<b>(3)</b>	<b>F</b>
<p>Survey of the psychological abilities underlying human language; speech perception, language processing, lexical representation, and principles of on-line conversation; language production, language acquisition and the brain bases of language development and use; animal versus human communication. The second part of the course provides a broadly based account of traditional and contemporary topics in problem solving, thinking, reasoning, and creativity.</p>			
<p><i>Prerequisites: PSY-260 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-50</b>	<b>Sensation &amp; Perception</b>	<b>(3)</b>	<b>F</b>
<p>A theoretical and empirical investigation of human perceptual processes, with an emphasis on visual perception. Topics include psychophysiology of vision; perceiving visual space (shape, contrast, orientation, distance, depth, motion); color perception; perceptual illusions; development of perception; imagining vs. perceiving; effects of knowledge on perception; perception in “novel” environments.</p>			
<p><i>Prerequisites: PSY-260 and at least junior standing or permission of instructor.</i></p>			

<b>PSY-470-51</b>	<b>Educational Psychology</b>	<b>(3)</b>	<b>F</b>
<p>This course is designed to introduce the student to major concepts and principles in the field of educational psychology that form the foundation for learning and instruction. The course will examine the relationship of human behavior and the educational processes including cultural influences, processes of learning and socialization, classroom management, development, intellectual functioning, and educational achievement.</p> <p><i>Prerequisite: PSY-110, 111 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-52</b>	<b>Test and Questionnaire Theory and Construction</b>	<b>(3)</b>	<b>F</b>
<p>The procedures of test planning, item writing, establishing reliability and validation are presented. Interpretation and combination of scores are covered. Representative tests are discussed to illustrate the principles of test construction and interpretation.</p> <p><i>Prerequisites: PSY-110, 111 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-53</b>	<b>Differential Psychology</b>	<b>(3)</b>	<b>F</b>
<p>Differential methods in the study of human behavior. Overview of nature of psychological traits. Influence of age, sex, heredity, and environment in individual/group differences in ability, personality, interests, and social attitudes.</p> <p><i>Prerequisite: PSY-110, 111 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-54</b>	<b>Psychometrics</b>	<b>(3)</b>	<b>F</b>
<p>An overview of the field of psychometrics: principles and techniques of test selection, administration, and interpretation; measures of intelligence, personality, and psychopathology; concepts of reliability, validity, standardization, norms, and item analysis; methods of test construction and the ethics of testing. Students receive training in the use of a limited number of personality instruments.</p> <p><i>Prerequisites: PSY-250 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-55</b>	<b>Industrial/Organizational Psychology</b>	<b>(3)</b>	<b>F</b>
<p>Survey of basic behavioral science research and thought on business and other organizational settings. Societal context of work including study of work motivation, satisfaction and alienation, small group dynamics, and leadership. Topics include employee selection, training, and evaluation, work attitudes, and organizational change.</p> <p><i>Prerequisites: PSY-110, 111 and at least junior standing or permission of instructor.</i></p>			

<b>PSY-470-56</b>	<b>Economic Psychology</b>	<b>(3)</b>	<b>F</b>
<p>The course consists of an examination of the psychological mechanisms of individuals' economic behaviors (work, buying, saving, giving, gambling and leisure activities), and the economic forces (money system, taxation, advertising, economic growth and development, relations within the household, and special economic conditions such as those experienced by children, or by people in other, more "primitive" economies, or by residents in tourist economies, or in token economies) acting on the psychology of individuals within it.</p>			
<p><i>Prerequisites: PSY-110, 111 and at least junior standing or permission of instructor.</i></p>			

<b>PSY-470-1</b>	<b>Marriage and Family</b>	<b>(3)</b>	<b>F</b>
<p>This course uses family theories (such as family systems theory) as prisms to focus inquiry on the dynamics and processes relevant to family life. The influence of families in many forms including gender, ethnicity, sexual orientation and disability is woven throughout the course. Specific topics affecting families such as divorce, single parenthood, and remarriage are also covered. Major themes are the need for balance between family strengths and family problems, and the identification and management of resources available to help families succeed.</p>			
<p><i>Prerequisites: PSY-110 and PSY-111.</i></p>			

<b>PSY-470-45</b>	<b>Psychology and Law / Forensic Psychology</b>	<b>(3)</b>	<b>F</b>
<p>This course overviews the contributions of psychology to the legal and criminal justice systems, and compares legal and psychological approaches to human behavior and considers their interaction. Topics include marriage and divorce and custody, involuntary commitment to mental hospitals and substance abuse programs, the insanity defense, criminal profiling, victimless crimes, jury selection/deliberation and dynamics, eyewitness testimony, family law issues.</p>			
<p><i>Prerequisites: PSY-110, 111 and at least junior standing or permission of instructor.</i></p>			

<b>PSY-470-57</b>	<b>Theories and Techniques of Group Dynamics</b>	<b>(3)</b>	<b>F</b>
<p>An intensive survey of research and theory on the behavior of small groups and the research methods by which groups are studied.</p>			
<p><i>Prerequisites: PSY-210 and at least junior standing or permission of instructor.</i></p>			

<b>PSY-470-58</b>	<b>Motivation and Emotions</b>	<b>(3)</b>	<b>F</b>
<p>An overview of motivational theories in historical context as well as an examination of primary and secondary motives: Biological drives, psychological survival needs, altered states of consciousness, social motives are covered. The second half of the course deals with the theories of emotion, facial expression, and the individual emotions.</p>			
<p><i>Prerequisites: PSY-111 and at least junior standing or permission of instructor.</i></p>			

<b>PSY-470-59</b>	<b>Health Psychology</b>	<b>(3)</b>	<b>F</b>
<p>This course provides an overview of health psychology, the multidisciplinary field that integrates biomedical and psychological knowledge to address a range of factors influencing physical and mental health. Topics include health promotion and primary prevention of illness, health-enhancing and health-damaging behaviors, psychosomatic illness, stress and coping, pain management, and a variety of specific behavior-related medical illnesses (e.g., heart disease, eating disorders, cancer, and AIDS).</p>			
<p><i>Prerequisites: PSY-240 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-43</b>	<b>Child Psychopathology and Treatment Approaches</b>	<b>(3)</b>	<b>F</b>
<p>This course is designed to provide an overview of several childhood and adolescent disorders as well as with a basic understanding of child and adolescent psychopathology. Students elaborate on the diagnosis, assessment and treatment planning (according to DSM-IV) of specific childhood and adolescent disorders. In addition, students are introduced to the different approach models utilized in the assessment of children who have been neglected or abused.</p>			
<p><i>Prerequisites: PSY-240 and at least junior standing or permission of instructor.</i></p>			
<b>PSY-470-60</b>	<b>Applied Statistics for the Behavioral Sciences</b>	<b>(4)</b>	<b>O</b>
<p>Advanced topics in theory and methods of statistical analysis and experimental design. Complex analysis of variance, multiple correlation and regression, factor analysis, and an introduction to nonparametric statistics.</p>			
<p><i>Prerequisites: MATH-220.</i></p>			