

## PSYCHOLOGY *College of Social & Behavioral Sciences and Social Work*

Kayleen Islam-Zwart, Chair	151 A Martin Hall	509.359.2478 PSYCHOLOGY@EWU.EDU	
Barbara Shields, Secretary	MS	Certificate	
BA	Minors		

**Faculty:**

D. Anderson, J. Anderson, P. Barnes, A. El-Alayli, M. Dalley, G. Hicks, K. Islam-Zwart, R. Kolts, L. Miller, T. Martin, S. Ruby, K. Stellwagen, L. Stern, P. Watkins, W. Williams

### UNDERGRADUATE PROGRAMS

Psychology is the science of human behavior and experience. Psychologists differ considerably in what they do because the field encompasses a wide range of human activities. Generally speaking, clinical, school and counseling psychologists provide services to help people make better adjustments in their daily lives, while experimental psychologists conduct research and construct theories to help us better understand the nature of behavior.

The mission of the Department of Psychology is to educate students in the science and profession of psychology. To accomplish this mission, the department seeks to promote the acquisition of the core knowledge and principles of psychology; to enhance the students' professional growth and development; to further the student's ability to think analytically, logically and creatively; and to develop the student's ability to communicate effectively. The department promotes psychology as a science and a profession by excellence in teaching, research and service. Our undergraduate program in psychology is patterned after the recommendations of the American Psychological Association for undergraduate majors in psychology.

The Department of Psychology is located in Martin Hall, a building that has up-to-date laboratories, classrooms and specialized clinical training areas. Our laboratories and training areas are extremely well equipped and very active. Students are encouraged to get involved in research projects and other professional activities as undergraduates.

**General Admissions Information for Psychology:** High school students should have at least one year of algebra. Social science courses, including psychology and natural science courses such as biology and chemistry are also encouraged. Transfer students may be given credit for appropriate transfer courses in the major and for electives.

*Note:* to declare psychology as a major, students must have a minimum cumulative GPA of 2.0 and taken and passed PSYC 100 or its equivalent.

**General Degree Completion Requirements for Psychology:** Students who major in psychology but who transfer some lower division psychology coursework from other colleges/universities must complete at least 50 hours of upper division credits in the 70 credit psychology major. No more than 20 credits from online courses will be counted toward major requirements.

*Note:* students must attain a minimum of a 2.0 grade (C) for the required courses: PSYC 100, PSYC 309, CSBS 320, PSYC 313, PSYC 395/495, PSYC 398/498 and PSYC 399/499.

**Capstone Course:** The university capstone requirement can be met by the department capstone course, PSYC 490 *Senior Capstone: The Tradition of Psychology* (6).

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- develop conceptual frameworks that embrace information representing the breadth and depth of the discipline and profession of psychology;
- develop basic skills in learning, critical thinking and reasoning;
- expand and pursue curiosity about human behavior and experience;
- engage in critical thinking about human behavior and experience, think carefully about issues before coming to conclusions and recognize that many problems have more than one solution;
- recognize well-founded theories, research designs, psychological phenomena and conclusions;
- think critically about self and have awareness of similarities and differences with others, such as differences in gender, race, ethnicity, culture and class.

### PSYCHOLOGY MAJOR (70 CREDITS)

Required courses are designed to provide students with the foundations of the field. Through careful planning in the selection of cluster and elective courses, students may develop a program of study to prepare for application to graduate school programs or meet specific career goals in psychology-related business/human services occupations.

*Note:* two years of a single high school foreign language or one year of a single college level foreign language is required.

**Prerequisite Course (5 credits)**

PSYC 100 General Psychology (5)

**Required Courses (15 credits)**

PSYC 309 Scientific Principles of Psychology (5)  
 CSBS 320 Introductory Statistics for the Social Sciences (5)  
 PSYC 313 Research Methods in Psychology (5)

**Focus Experience Courses—students choose from any combination of the following (3 credits minimum)**

PSYC 395/495 Internship\*  
 PSYC 398/498 Seminar  
 PSYC 399/499 Directed Study\*  
 \*Instructor's permission required.

**In addition to the core course requirements, psychology majors are required to take a specified number of courses from two clusters or groups of courses as follows:**

**Cluster A: Core Courses—students are required to take at least four of the following courses (19–20 credits)**

PSYC 301 Theories of Personality (5)  
 PSYC 302 Abnormal Psychology (5)  
 PSYC 303 Foundations of Psychotherapy (5)  
 PSYC 316 Human Memory and Cognition (5)  
 PSYC 340 Emotion and Emotional Intelligence (5)  
 PSYC 381 Social Psychology (5)  
 PSYC 420 Biological Basis of Behavior (5)

*Note:* CEDP 201, CEDP 313 or CEDP 314 may be used to count as one of the Cluster A courses as approved by the psychology department chair.

**Cluster B: Applied/Lab and Speciality Courses—students are required to take at least three of the following courses (11–15 credits)**

CSBS 321 Computer Aided Data Analysis (4)  
 PSYC 314 Tests and Measurement (5)  
 PSYC 317 Health Psychology (5)  
 PSYC 318 Computerized Research Techniques in Psychology (4)  
 PSYC 325 Cognitive and Behavioral Change (4)  
 PSYC 331 Psychology of Women (4)  
 PSYC 359 Human Sexuality (5)  
 PSYC 425 Psychology and the Legal System (5)  
 PSYC 430 Human Psychophysiology (5)  
 PSYC 431 Stress and Coping (3)  
 PSYC 440 Happiness and Positive Psychology (4)  
 PSYC 450 Trauma: Theory, Assessment and Treatment (4)  
 PSYC 470 Childhood Psychopathology and Treatment (4)  
 PSYC 481 Prejudice and Stereotyping (5)  
 PSYC 496 Experimental Course (1–5)  
 PSYC 497 Workshops, Short Courses, Conferences (1–5) may be counted as a cluster course or elective as approved by the department chair.

**Electives (12–18 credits)**

*Note:* the remainder of courses required to complete the 70 credit major may be chosen from any other psychology courses or from any of the above courses that are not used to meet the cluster requirements.

<i>Required prerequisite credits</i>	5 credits
<i>Required common core credits</i>	15 credits
<i>Required focus experience credits</i>	3 credits
<i>Required cluster A credits</i>	19–20 credits
<i>Required cluster B credits</i>	11–15 credits
<i>Psychology elective credits (see note)</i>	12–18 credits
<i>Minimum total credits for above major</i>	70 credits

## MINORS

### PSYCHOLOGY MINOR (15 CREDITS)

#### Required Courses

The Psychology minor requires PSYC 100 plus 15 credits of upper division PSYC courses. These courses are to be approved by the department chair and must include at least 10 credits taken from the EWU Department of Psychology.

*Total credits for above minor*

*20 credits*

### PSYCHOLOGY/ELEMENTARY MINOR (15 CREDITS)

This minor does not meet a state of Washington endorsement.

#### Required Courses

Select courses in psychology or counseling, educational and developmental psychology, to be approved by a department advisor. (PSYC 100 and CEDP 302 are excluded.)

*Total credits for above minor*

*15 credits*

## GRADUATE PROGRAMS

### STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- comprehend the discourse of psychology and communicate using the conventions of the discipline;
- be familiar with the historical context in which important theories in psychology were developed;
- develop expertise in the broad science of psychology, including advanced knowledge in research methods, statistics, biological psychology, history and systems of psychology and human learning;
- pose research questions and devise research strategies to answer them, including the use of quantitative methods;
- gather information from many sources and present persuasive arguments, learn the primary ethical principles of psychologists and recognize basic ethical issues and violations and be guided accordingly.

Master's level graduate study in psychology provides the student with advanced preparation for practice in the field or for entering doctoral-level programs in psychology. Two programs are offered by the department: an MS in psychology with a concentration in either clinical or general/experimental psychology and an MS in school psychology.

#### Admission Requirements/Preparation

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration of admission for a fall start. Students ordinarily begin their graduate studies fall quarter. Admission to begin the program in winter or spring is discouraged.

- Must have a 3.0 **GPA** in the last 90 quarter or 60 semester graded credits. The Graduate Admission Committee may recommend a limited number of other students with a lower **GPA** to the Dean of Graduate Studies for admission based upon standard test scores, intervening experiences and other relevant factors.
- Must meet the requirements of the Graduate School.
- Must submit application to the Department of Psychology and a statement of intent for admission to the Psychology Graduate Program.
- Must send three letters of recommendation to the Department of Psychology from academic sources.
- Must have a bachelor's degree in psychology or its equivalent. Ordinarily, the applicant's transcript must show evidence of courses in the following areas: scientific principles of psychology, inferential statistics, learning and personality theory, abnormal psychology, life span development, physiological psychology, history and systems in psychology and general/experimental psychology. Accepted applicants whose transcripts are lacking some areas of proficiency may be asked to complete appropriate courses prior to full acceptance to the program. Moreover, students applying for the MS in Psychology who do not have a history and systems course at the undergraduate level will be expected to add PSYC 490, Senior Capstone: The Tradition of Psychology, to their graduate program of study.
- Must submit scores for the Graduate Record General Test. The **GRE** must have been taken no more than five years before the date of application.
- It is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for core classes.
- Applicants to the Certificate Only program in School Psychology must meet the master's degree criteria listed in the description of that program.

Students accepted will be notified of a general information meeting held during the week preceding the beginning of their first quarter, to provide orientation to institutional and departmental procedures and to provide information about registration.

## MASTER OF SCIENCE IN PSYCHOLOGY

Jonathan Anderson,  
Director

151 Martin Hall

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The Master of Science in psychology is intended to prepare students to be master's-level practitioners or to pursue further graduate study in the clinical or experimental areas. A set of core classes provides students in the program with foundational knowledge in the discipline that includes methods classes that impart research and data analysis skills.

Obtaining a Master of Science in psychology ordinarily takes two years, including summer quarter following the first year. Students are admitted to either a clinical or experimental concentration. Beyond the core classes, the clinical concentration provides additional foundational and applied courses that emphasize clinical knowledge and skills. In addition to the core courses, students in the general/experimental concentration design coursework and research experience in consultation with a faculty advisor to match the interest of the students with the expertise of the department faculty.

#### Course Requirements—All students in the program are required to take the following set of core courses:

- PSYC 503 Proseminar: Scientific Methods (4)\*
- PSYC 522 Advanced Statistics (5)\*
- PSYC 534 Human Neuropsychology (4)\*
- PSYC 537 Advanced Psychopathology (4)\*
- PSYC 538 Research Topics (1) \*
- PSYC 539 Seminar in Special Topics (2) (total)\*
- PSYC 600 Thesis (minimum) (6)
- or PSYC 601 Research Report (6)
- PSYC 694 Practicum (16)

#### Total core credits

*42 credits*

Students must successfully complete the courses marked with an asterisk during the first three quarters of enrollment in order to continue in the program without a significant delay or required remediation plan during the second year of study. Elective courses may be added to a student's program of study upon agreement with the program director.

### CLINICAL CONCENTRATION

The clinical concentration is designed for students who are interested in becoming master's-level mental health providers in private practice, mental health centers, hospitals or social service agencies, or who are pursuing pre-doctoral studies to support application to doctoral programs in clinical or counseling psychology. All students in the clinical concentration are required to take the following set of courses in addition to the core classes:

- PSYC 504 Proseminar: Learning and Behavior Therapy (4)
- PSYC 508 Professional Issues (2)
- PSYC 551 Foundation of Psychotherapy (5)
- PSYC 554 Cognitive Assessment (4)
- PSYC 555 Clinical Practice in Cognitive Assessment (3)
- PSYC 556 Personality and Behavioral Assessment (4)
- PSYC 557 Clinical Practice in Personality and Behavioral Assessment (4)
- PSYC 694 Practicum (4)

#### Electives

In addition to the above course requirements, students with a clinical emphasis are required to take a minimum of twelve (12) elective credits from courses chosen with an advisor in accord with the following elective course guidelines:

- 400 level or graduate courses within psychology and related fields
- specific emphases such as alcohol and drug studies, interdisciplinary aging, diagnosis and treatment of children and adolescents, school psych issues, behavioral health, psychology of women, computerized research and analysis, positive psychology, business, children's studies, technical writing, etc.
- specific courses of interest to the student in related relevant departments (e.g. CEDP; Social Work)
- EWU weekend college courses

#### Total clinical concentration credits

*42 credits*

#### Minimum total credits for master's degree, clinical concentration

*84 credits*

## GENERAL/EXPERIMENTAL CONCENTRATION

The concentration in general/experimental psychology is designed to prepare students for research or teaching in psychology. Methodology and both basic and applied research are emphasized. Students are prepared to enter doctoral programs or to seek employment in appropriate master's-level positions. Curricula plans, in addition to the 42 credit hours of core courses, should include a minimum of 26 credits of elective courses chosen with an advisor in accord with the elective courses guidelines shown below. Students particularly interested in acquiring college-level instruction skills should consider courses from the Department of Education.

### Elective Courses

Additional graduate courses are offered within the department and may be taken by students in any program of study. Moreover, with the appropriate Program Director's approval, the following type of courses may be taken as part of the student's graduate program of study:

1. 400-level or graduate courses within psychology
2. specific emphases such as addiction studies, interdisciplinary aging, diagnosis and treatment of children and adolescents, school psychology issues, behavioral health, computerized research and analysis, forensic psychology, physiological psychology, positive psychology or others
3. specific courses in related, relevant departments, such as Counseling, Educational and Developmental Psychology (CEDP) or Social Work, with permission of the instructor and program director
4. EWU weekend college courses

<b>Total core credits</b>	<b>42 credits</b>
<b>Total general/experimental concentration credits</b>	<b>26 credits</b>
<b>Minimum total credits for master's degree, general/experimental concentration</b>	<b>68 credits</b>

## EDUCATIONAL SPECIALIST (EdS)

(JOINT PROGRAM BETWEEN THE DEPARTMENTS OF COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY AND PSYCHOLOGY)

<b>Susan Ruby, Program Director</b>	<b>152 D Martin Hall</b>	<b>509.359.6050</b>
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### STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- know the laws and procedures governing school psychology practice, know general principles of measurement, have skill in the precise administration of specific measurement instruments and understand educational systems and the role of the school psychologist within these systems;
- understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student's interactions with environments that establish and maintain academic and social behaviors.

## SCHOOL PSYCHOLOGY

This program is a fully accredited National Association of School Psychologists (NASP) program. We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates graduating from our program are prepared to receive a Residency Certificate in School Psychology from Washington's Office of Superintendent of Public Instruction (OSPI) and to become nationally certified school psychologists (NCSP). Coursework, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). The program adopts a preventive focus by training candidates to assess and intervene at the school-wide and at-risk group level. Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is three years.

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration for fall admission.

### Prerequisites:

A bachelor's degree in psychology or its equivalent is required. Successful completion of undergraduate coursework in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.

## Course Requirements and Credit Hours

- CEDP 503 Applied Learning Theory and Behavior Modification (4)
  - CEDP 504 Theories of Human Development (4)
  - CEDP/PSYC 510 Professional School Psychology I (4)
  - CEDP/PSYC 511 Professional School Psychology II (4)
  - CEDP/PSYC 512 Professional School Psychology III (4)
  - CEDP 520 Tactics of Psychological Research (4)
  - CEDP 522 Academic and Social/Behavioral Interventions (4)
  - CEDP 524 Research and Statistics Lab (2)
  - CEDP 525 Academic Assessment for School Psychology (4)
  - CEDP 554 Developmental Psychopathology (4)
    - or PSYC 565 Developmental Psychopathology (4)
  - CEDP 557 School Psychology Consultation (4)
    - or PSYC 560 School Psychology Consultation (4)
  - CEDP 589 Multicultural Assessment: Issues in the Schools (4)
  - CEDP 697 Internship (Specialized Areas) (15)
    - or PSYC 695 School Psychology Internship (15)
  - PSYC 522 Advanced Statistics (5)
  - PSYC 531 Psychoeducational Groups for Children and Adolescents (4)
  - PSYC 534 Human Neuropsychology (4)
  - PSYC/CEDP 543 School-based Individual Intervention (4)
  - PSYC 554 Cognitive Assessment (4)
  - PSYC/CEDP 556 Personality and Behavioral Assessment (4)
  - PSYC 558 Practicum: School Psychology (12)
    - or CEDP 695 Practicum: School Psychology (12)
  - PSYC 559 Cognitive Assessment Lab (3)
  - PSYC/CEDP 602 Portfolio (6)
- Successful completion of the National School Psychology Certification Examination and an oral examination that reviews the thesis/research project and contents is required.

<b>Minimum total credits for above master's degree</b>	<b>107 credits</b>
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## Final Comprehensive Examination

**The Comprehensive Examination Policy of the Department of Psychology is as follows:**

- A. Each student shall complete, before the awarding of the EdS degree, a portfolio, which demonstrates the competence of the student in graduate level work in school psychology. Portfolios will reflect knowledge and skills in the National Association of School Psychology Domains of Training and Practice.
- B. Students will begin their portfolio in the first year through the Professional School Psychology courses and will have a formal interview with School Psychology Faculty Members in the second or third quarter of their second year in the program to serve as preliminary feedback and determination of preparation for the internship experience. An oral examination which will focus primarily on the portfolio but may also include questions regarding professional practice and the internship experience will be held at the end of the third year of the program. The final oral examination will be open to all interested faculty and students and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member and graduate office representative. The final oral examination will not be over two hours.
- C. All graduate students in the School Psychology Program are subject to the academic advancement policies of Graduate Studies regarding grades.

## CERTIFICATE

<b>Steve Hirsch, Program Director</b>	<b>152 D Martin Hall</b>	<b>SHIRSCH@EWU.EDU</b>
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### STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- will be competent in applying knowledge and skills of school psychological practices;
- will be competent in applying specific areas of knowledge of the field, such as assessment and diagnosis, behavioral intervention, counseling and interviewing, program development, consultation and program evaluation and school-based research;
- will become proficient in understanding special education legal and procedural processes utilized in schools;
- will be competent in serving diverse populations within the school, home and community;
- will be competent in applying knowledge and skill consistent with professional ethical;
- practice in accordance with National Association of School Psychology (NASP) professional codes of conduct.

## POST-MASTER'S CERTIFICATE IN SCHOOL PSYCHOLOGY

This distance-learning program, offered jointly through the Division of International and Educational Outreach, Psychology and Counseling, Educational and Developmental Psychology, is delivered through web-conferencing technology. The program is designed for working professionals and is offered through evening and summer courses. Appropriate candidates for the program are educators, counselors and mental health professionals who currently hold a master's degree in their respective field.

We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates completing our program are prepared to receive a Residency Educational Staff Associate (ESA) Certificate in School Psychology from Washington's Office of Superintendent of Public Instruction (OSPI). Students are encouraged to seek national certification through preparation of individual portfolios. Coursework, practica and internships are aligned with state and national training standards. Specific areas of training include student and program evaluation (measurement principles); development of academic and social-behavioral intervention plans (e.g., instructional and behavioral analysis, consultation and home-school collaboration); and research (methods and statistics). The program adopts a preventive focus by training candidates to assess and intervene at the school-wide and at-risk group level. Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is two calendar years, beginning in summer.

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration for summer admission.

**Summer I:** introduction to the field courses and cognitive assessment/lab.

**Academic Year I:** majority of assessment, intervention and foundational courses (estimated two nights per week) and yearlong practicum involving one day per week (or two half days) at a school site.

**Summer II:** focused content courses.

**Academic Year II:** consultation course and 1200-hour, full-time internship.

**Technology Requirements for Participation (not required for the interview but must be purchased and demonstrated working by the start date):**

- high bandwidth required;
- access should be through a direct Internet connection (no wireless);
- computer and browser requirements should follow Adobe's recommendations as listed on the following website: [WWW.ADOBE.COM/PRODUCTS/ACROBATCONNECTPRO/SYSTEMREQS/](http://WWW.ADOBE.COM/PRODUCTS/ACROBATCONNECTPRO/SYSTEMREQS/);
- webcam required (for example, Logitech Webcam C200);
- headset with microphone required (for example, Logitech Headset 250);
- full participation throughout web-conferencing classes (will be required to actively participate).

### Course Requirements and Credit Hours

- CEDP 503 Applied Learning Theory and Behavior Modification (4)
- CEDP 504 Theories of Human Development (4)
- CEDP/PSYC 510 Professional School Psychology I (4)
- CEDP/PSYC 511 Professional School Psychology II (4)
- CEDP/PSYC 512 Professional School Psychology III (4)
- CEDP 522 Academic and Social/Behavioral Interventions (4)
- CEDP 525 Academic Assessment for School Psychology (4)
- CEDP 554/PSYC 565 Developmental Psychopathology (4)
- CEDP 557/PSYC 560 School Psychology Consultation (4)
- CEDP 589 Multicultural Assessment: Issues in the Schools (4)
- CEDP 697 or PSYC 695 School Psychology Internship (15)
- PSYC 534 Human Neuropsychology (4)
- PSYC/CEDP 543 School-based Individual Intervention (4)
- PSYC 554 Cognitive Assessment (4)
- PSYC/CEDP 556 Personality and Behavioral Assessment (4)
- PSYC 558/CEDP 695 Practicum: School Psychology (12)
- PSYC 559 Cognitive Assessment Lab (3)
- PSYC/CEDP 596 Research and Statistics (4) (online)

**Minimum total credits for above certificate:**

**90 credits**

## Psychology Courses

*Terms offered:* check with the department or EagleNET.

### PSYC 100 General Psychology (5)

[satisfies the GEGR for social sciences, list 2, anthropology, geography, psychology and sociology.]

A general introduction to psychology as the scientific study of behavior and thought; an overview of the areas of psychology and their development; methods in psychology; biological, sensory and developmental influences on behavior; physiological and cognitive components of behavior; theories of learning; a survey of theories of normal and abnormal behavior; principles of psychotherapy; personality theory and testing; and social influences.

### PSYC 295 Internship (1-5)

*Prerequisites:* permission of the department internship director and the department chair and the university Career Services Internship office.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

### PSYC 299 Directed Studies (1-6)

*Prerequisites:* permission of the instructor and the department chair.

### PSYC 301 Theories of Personality (5)

An objective and comprehensive study of the major theories of personality.

### PSYC 302 Abnormal Psychology (5)

Explores and evaluates research and theoretical concepts relating to deviant and abnormal behavior.

### PSYC 303 Foundations of Psychotherapy (5)

*Prerequisites:* PSYC 301 and 302.

Survey of theories of psychotherapy dealing with psychopathology. Particular attention is given to effectiveness of theory construction. Evaluates the role of intervening variables and logical consistency.

### PSYC 309 Scientific Principles of Psychology (5)

*Prerequisites:* successful completion of a 200-level English course and MATH 100 or mathematics clearance by test.

The study of the methodology and attitudes of psychology irrespective of any special area. Considers techniques for evaluating information, discovering invalid interpretations and uncovering alternative explanations. These are illustrated by reading research articles and classroom discussion of the articles and of popular beliefs.

### PSYC 313 Research Methods in Psychology (5)

FWS

*Prerequisites:* PSYC 309 and CSBS 320.

An introduction to typical research methods used in psychology. Students complete several research projects reflecting these various methods.

### PSYC 314 Tests and Measurement (5)

*Prerequisites:* PSYC 301, 302, CSBS 320.

This course will provide students with a current analysis of the most widely used psychological tests in schools, professional training programs, business, industry, the military and clinical settings. Students will learn how psychological tests are constructed, how they are used and how an understanding of them can make a difference in their careers and everyday lives. Issues of fairness, bias and social consequences for use and interpretation with diverse populations will be addressed.

**PSYC 316 Human Memory and Cognition (5)**  
*Prerequisite:* junior level standing or permission of the instructor.  
 Examination of the principles and theories of human memory and selected topics in cognitive psychology.

**PSYC 317 Health Psychology (5)**  
*Prerequisite:* PSYC 309.  
 An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, lung disease, stress, chronic illness and AIDS.

**PSYC 318 Computerized Research Techniques in Psychology (4)**  
*Prerequisites:* PSYC 309 and CSBS 320.  
 Introduces the use of computers in psychological research through software that inexperienced users can program by filling out forms. Hands-on experience on the system will be acquired during the first two–three weeks. Recent experimental findings in a number of research areas will be introduced. Working individually or in small groups, students will select a problem for study and develop a method of investigation using the software system.

**PSYC 323 Drugs and Behavior (5)**  
*Prerequisites:* PSYC 100 recommended.  
 An introduction to the action, use, and abuse of psychotropic agents from analgesics to hallucinogens. Special attention given to drug abuse.

**PSYC 325 Cognitive and Behavioral Change (4)**  
*Prerequisite:* PSYC 100.  
 This course is designed to examine various cognitive and behavioral change procedures in terms of their theoretical basis and applied strategies. Operant, respondent, social learning and cognitive theories and their applications will be studied. Students will be required to engage in a self-change project throughout the quarter in order to better understand the principles of cognitive and behavioral change.

**PSYC 331 Psychology of Women (4)**  
*Prerequisite:* successful completion of a 200-level English class or equivalent.

**[satisfies cultural and gender diversity university graduation requirement]**

The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy and personal growth needs. (Cross-listed WMST 331)

**PSYC 338 Discovering Women in Science (1)**  
 The course uses several scientific themes to rediscover from the past and find in contemporary research the women who have made significant contributions to science. (Cross-listed BIOL/CHEM/GEOL/HIST/PHYS/WMST 338)

**PSYC 340 Emotion and Emotional Intelligence (5)**  
*Prerequisite:* PSYC 100 or equivalent.  
 This course explores the psychology of emotion and how emotion impacts behavior and experience. This class investigates what emotion is, how it can be measured, basic theories of emotion and what factors contribute to the different emotional states. Issues related to emotional intelligence will also be explored, with particular emphasis on emotion identification, understanding and regulation.

**PSYC 359 Human Sexuality (5)**  
 Psychological, biological and cultural perspectives of human sexual behavior. The basis for successful functioning; frequency and significance of various types of sexual behavior; anatomy and physiology of reproduction; sexual inadequacy and deviations.

**PSYC 381 Social Psychology (5)**  
*Prerequisites:* PSYC 309 recommended.  
 Individual behavior as socially determined: interpersonal attraction, aggressiveness, attitude formation, group dynamics, conformity and leadership.

**PSYC 395 Internship (1-5)**  
*Prerequisites:* permission of the department Internship Director and the department chair and the university Career Services Internship office.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

**PSYC 398 Seminar (1-5)**

**PSYC 399 Directed Studies (1-6)**  
*Prerequisites:* permission of the instructor and the department chair.

**PSYC 420 Biological Basis of Behavior (5)**  
*Prerequisite:* PSYC 309.  
 Organic foundations of behavior.

**PSYC 425 Psychology and the Legal System (5)**  
*Prerequisite:* PSYC 100 or permission of the instructor.  
 This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

**PSYC 430 Human Psychophysiology (5)**  
*Prerequisites:* CSBS 320.

An overview of the following topics: automatic nervous system, biofeedback, clinical applications, emotion, instrumentation, measurement, pain, psychosomatic processes, sleep, social aspects of physiological processes and stress. Laboratory includes: biofeedback, blood flow, ECG, EDR, EEG, EMG and respiration. Course is especially suited for students of the health sciences.

**PSYC 431 Stress and Coping (3)**  
 Examines the psychological, physiological and health consequences resulting from selected psychological and environmental stressors. Psychological stressors include personality type, social disorganization, competition and conflict. Environmental stressors include cold, heat, hypo- and hyperbaric pressures and exercise. Examines coping responses such as biofeedback, progressive relaxation, autogenic training and physiological adaptation.

**PSYC 440 Happiness and Positive Psychology (4)**  
*Prerequisite:* junior standing.  
 Happiness has been a neglected topic in psychology and yet is an important human pursuit. This class investigates what happiness is, how it can be assessed and what factors facilitate happiness. Other human virtues important to well-being such as gratitude, wisdom, courage, humanity, justice, temperance and transcendence are explored.

**PSYC 450 Trauma: Theory, Assessment and Treatment (4)**  
*Prerequisite:* recommend PSYC 302.  
 This class explores traumatic experience in terms of substance, impact and reactions, including the assessment and treatment of trauma-related psychopathology.

**PSYC 470 Childhood Psychopathology and Treatment (4)**  
*Prerequisite:* PSYC 302.  
 This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

**PSYC 481 Prejudice and Stereotyping (5)**  
*Prerequisite:* PSYC 381 or instructor permission.  
 The course *Prejudice and Stereotyping* is a 5 credit discussion course that examines the social psychological underpinnings of prejudice, stereotyping and discrimination. The course topics will address specific types of prejudice such as sexism and racism, individual differences and cognitive states that can lead to prejudice, the effect of prejudice on its targets and reducing prejudice.

**PSYC 490 Senior Capstone: The Tradition of Psychology (6)**  
*Prerequisites:* PSYC 309 and 313; CSBS 320.  
**[satisfies senior capstone university graduation requirement]**  
 This course fulfills the university capstone requirement and may also be used as an elective within the department's major. The course consists of three components: (a) the history of psychology, (b) a collaborative project and (c) portfolio preparation.

**PSYC 495 Internship (1-15)**  
*Prerequisite:* permission of the instructor, department chair and college dean.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship Office. Two sections are available, one for psychology majors and one for non-psychology majors.

**PSYC 496 Experimental Course (1-5)**

**PSYC 497 Workshops, Short Courses, Conferences (1-5)**

**PSYC 498 Seminar (1-5)**

**PSYC 499 Directed Study (1-5)**  
*Prerequisites:* permission of the instructor and the department chair.

**PSYC 503 Proseminar: Scientific Methods (4)**  
*Prerequisites:* admission into psychology MS program or school psychology program or graduate standing and instructor permission.

Introduction to logic of scientific method, decision making, hypothesis testing, measurement and model and theory construction.

**PSYC 504 Proseminar: Learning and Behavior Therapy (4)**  
*Prerequisites:* graduate standing

An intensive survey of important learning phenomena as they relate to theoretical issues and controversies. Consideration of methodological problems.

**PSYC 508 Professional Issues (2)**  
*Prerequisites:* admission into psychology MS program.  
 This course presents legal, ethical and moral aspects of the professional practice of psychology. Topics will include professional credentialing, registration and licensing; ethical principles of psychological professionals; confidentiality; disclosure to clients; duty to protect and warn; suicide risk assessment; and other ethical dilemmas. Students will receive state-required AIDS/HIV training.

**PSYC 510 Professional School Psychology I (4)**  
*Prerequisite:* admission to the graduate program in school psychology.  
 This course is the first in the series of professional school psychology and focuses on the history and principles of school psychology, the professional role of the school psychologist and current trends in education. The course includes various pre-practicum observations in applied settings. (Cross-listed CEDP 510)

**PSYC 511 Professional School Psychology II (4)**  
*Prerequisite:* admission to the graduate program in school psychology.  
 This course focuses on the impact of legal issues on the role and functions of school psychologists in Washington. (Cross-listed CEDP 511)

**PSYC 512 Professional School Psychology III (4)**  
*Prerequisite:* CEDP 510 or PSYC 510, CEDP 511 or PSYC 511.  
 This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings. (Cross-listed CEDP 512)

**PSYC 516 Human Memory and Cognition (5)**  
*Prerequisite:* graduate standing or permission of the instructor.  
 Examination of the principles and theories of human memory and selected topics in cognitive psychology.

**PSYC 517 Health Psychology (5)**

*Prerequisite:* graduate standing or permission of the instructor.  
An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, heart disease, cancer, stress and chronic illnesses.

**PSYC 518 Computerized Research Techniques in Psychology (4)**

*Prerequisite:* CPLA or equivalent.  
This class is intended to provide graduate students in psychology and allied disciplines with an efficient method of presenting stimuli and gathering data using personal computers. The class introduces the MEL programming system by which users can prepare programs by filling out forms and supplementing the forms with MEL code. Demonstrations and class exercises will apply the programming techniques to carry out common psychological tasks. Students will select a problem for individual study and develop a method of investigation using the software system.

**PSYC 522 Advanced Statistics (5)**

*Prerequisite:* CSBS 320 or other inferential statistics class.  
Statistical theory, interpretations and procedures which are especially valuable to workers in education, psychology and related fields.

**PSYC 525 Psychology and the Legal System (5) W**

This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

**PSYC 531 Psychoeducational Groups for Children and Adolescents (4) S**

*Prerequisite:* admission to the graduate program in school psychology or permission of instructor.  
This course examines the theory, assessment and application of different types of psychoeducational groups for children and adolescents in school and agency settings. In addition to didactic learning, students will be required to participate in and lead a psychoeducational group.

**PSYC 534 Human Neuropsychology (4) F**

*Prerequisite:* admission to psychology MS program or school psychology program or instructor permission.  
The relationships between physiological processes and behavior.

**PSYC 537 Advanced Psychopathology (4) F**

*Prerequisite:* admission into psychology MS program or graduate standing and instructor permission.  
This course is designed to teach strategies in diagnosing mental disorders and to evaluate the most current treatment modalities. Problems of cultural diversity and ethnic differences are explored.

**PSYC 538 Research Topics (1) FS**

*Graded Pass/No Credit.*  
*Prerequisite:* admission to the Psychology Department's MS program.  
This course introduces incoming graduate students in the Psychology Department's MS program to research interests of the department faculty. Lectures cover theory and previous work on problems of interest, design of recent experimental investigations and analysis of experimental data. Students participate in discussions with lectures and develop their own research interests through meetings with selected faculty.

**PSYC 539 Seminar in Special Topics (1-5)**

*May be graded Pass/No Credit.*

**PSYC 543 School-based Individual Interventions (4)**

*Prerequisites:* admission to the graduate program in school psychology.  
A general introduction to the theory and process of providing individual psychotherapeutic services to children and adolescents in the schools. Particular attention will be paid to ethical issues and the importance of providing culturally sensitive interventions. Cross-list with CEDP 543)

**PSYC 550 Trauma: Theory, Assessment and Treatment (4)**

*Prerequisite:* undergraduate degree in psychology or related field.  
This class explores traumatic experience in terms of substance, impact and reactions, including the assessment and treatment of trauma-related psychopathology.

**PSYC 551 Foundation of Psychotherapy (5)**

*Prerequisite:* admission into psychology MS program with clinical emphasis or instructor permission.  
Main types of psychological treatment with emphasis upon those which primarily rely on verbal exchanges between the counselee and the therapist. Practical application of techniques will be experienced.

**PSYC 554 Cognitive Assessment (4)**

*Prerequisite:* admission to psychology MS program with clinical emphasis or school psychology program.  
This course will provide in-depth training in cognitive assessment, including intelligence, memory, academic and special abilities testing.

**PSYC 555 Clinical Practice in Cognitive Assessment (3)**

*Prerequisite:* admission to psychology MS program with clinical emphasis.  
Administration, scoring and writing of psychological reports; Stanford Binet, WISC and WAIS.

**PSYC 556 Personality and Behavioral Assessment (4)**

*Prerequisite:* admission to psychology MS program or school psychology program.  
This course focuses on assessment techniques utilized to examine emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing, and testing children. Major tests considered and applied within this course include broad rating scales such as the Achenbach and BASC systems and narrow rating scales utilized to diagnose more specific disorders.

**PSYC 557 Clinical Practice in Personality and Behavioral Assessment (4) W**

*Prerequisite:* PSYC 556.  
Supervision of practice testing with projective techniques, structured personality instruments and teacher, parent and self-report rating scales.

**PSYC 558 School Psychology Practicum (1-8)**

Supervised experience of school psychology students in psychometric assessment, behavior analysis and mental health counseling, as well as professional and ethical areas.

**PSYC 559 Cognitive Assessment Lab (3)**

*Prerequisite:* must be in School Psychology Program and permission of the instructor.  
School Psychology graduate students take this course concurrently with PSYC 554 *Cognitive Assessment*. Students will administer, score, report and interpret published norm-referenced measures of intelligence, memory, achievement, perceptual, adaptive and special abilities typically used in educational environments.

**PSYC 560 School Psychology Consultation (4)**

*Prerequisite:* admission to the graduate program in school psychology.  
This course focuses on the history and principles of collaborative consultation and their application within the school setting. While traditional models of consultation are taught (organizational, behavioral and mental health), this course explores the key components to developing healthy family-school relationships and requires students to work with parents and teachers through Conjoint Behavioral Consultation. Consultation with systems as a preventive strategy is also emphasized and students complete a school-wide analysis project.

**PSYC 565 Developmental Psychopathology (4)**

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical and educational intervention methods. (Cross-listed CEDP 554)

**PSYC 570 Childhood Psychopathology and Treatment (4)**

*Prerequisite:* PSYC 302 or equivalent.  
This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

**PSYC 581 Prejudice and Stereotyping (5)**

*Prerequisite:* PSYC 381 or instructor permission.  
The course *Prejudice and Stereotyping* is a 5 credit discussion course that examines the social psychological underpinnings of prejudice, stereotyping and discrimination. The course topics will address specific types of prejudice such as sexism and racism, individual differences and cognitive states that can lead to prejudice, the effect of prejudice on its targets and reducing prejudice.

**PSYC 596 Experimental Course (1-5)**

**PSYC 597 Workshops (1-5)**

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

**PSYC 598 Seminar (1-5) FWS**

*May be graded or offered Pass/No Credit at the discretion of the instructor.*  
Current problems in psychology are presented by department faculty.

**PSYC 599 Independent Study (1-5)**

**PSYC 600 Thesis (1-15)**

*Prerequisites:* permission of the department chair, the graduate research chair and college dean.  
A bound research study conducted as partial fulfillment of a master's under the direction of a graduate committee.

**PSYC 601 Research Report (1-15)**

*Prerequisites:* permission of the department chair and the graduate research chair and college dean.  
A research study in lieu of a bound thesis conducted as partial fulfillment of a master's under the direction of a graduate committee.

**PSYC 602 School Psychology Portfolio (1-6)**

*Prerequisite:* admission to School Psychology Program.  
Students prepare reflections and evidence to document their knowledge and competence in the NASP standards for training and practice. An informal presentation of the portfolio is provided at the end of the second year of the program to document readiness for the internship experience. In the third year of the program, students provide a formal presentation as a culminating experience in the program.

**PSYC 694 Practicum (1-7)**

*Graded Pass/No Credit.*  
*Prerequisite:* admission to psychology MS program or school psychology program.  
Supervised experience of a clinical or counseling nature in service areas or supervised experience in research.

**PSYC 695 Internship in School Psychology (1-4)**

*May be graded Pass/No Credit.*  
*Prerequisite:* permission of the instructor, department chair and college dean and must be in the school psychology program.  
Experience under supervision in selecting, administering and scoring tests. Opportunities for diagnosis, counseling evaluation and reporting.

**PSYC 696 College Teaching Internship (1-5)**

*Prerequisites:* permission of the instructor and the department chair.  
Teaching a lower-division college course under the supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student and course evaluation.

**PSYC 697 Internship in Psychology (1-10)**

*Prerequisite:* permission of the instructor, department chair and college dean.  
Internship experience of professionally supervised training in approved agency or institution. The period of internship will commence on the date it is approved by the department chair and no internship credit will be granted retroactively.