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The information contained in this pamphlet is often supplemented or updated on department website prior to its revision in printed form. Students are encouraged to visit the department website to obtain the most current information available.

TO THE MAJOR IN PSYCHOLOGY

The Department of Psychology offers undergraduate programs leading to the degree of Bachelor of Arts with a Major in Psychology. To earn the Bachelor of Arts degree with a Major in Psychology, students must complete a minimum of 40 credits in psychology and must satisfy the following four requirements: (a) PSY 100, 250, and 251 each with a minimum course grade of 2.0; (b) two of the following courses: PSY 215, 225, 235, or 245; (c) one course each from the following four groups; *Basic Processes*: PSY 311, 315, 316, 318, 319, 415; *Developmental*: PSY 321, 322, 323, 327, 425; *Social*: PSY 330, 333, 334, 338, 339, 435; and *Personality and Individual Differences*: PSY 341, 342, 343, 344, 445; and (d) minimum GPA of 2.0 over all psychology courses.

The purpose of this pamphlet is twofold. First, the pamphlet provides you with help in order to select wisely from among our course offerings. It also provides information and questions to think about regarding some career possibilities in psychology or related fields.

When you become a psychology major, you should make an appointment to see one of the faculty members in the Department of Psychology. You may wish to establish a relationship with this person so they will be able to serve as your primary advisor during your years as a student. You will have the flexibility of seeing a different faculty member any time you seek academic advising. Each semester four or five faculty members serve as “primary advisors” and post their office hours outside of Room 112 Pryale. Please call the department main line at 248-370-2300 to set up an appointment. If you would like to have an appointment with the chief academic advisor, Professor Lewis, contact her at 248-370-2314.

The advising office and Psi Chi/Psychology Club (student organization) also has information available for you concerning graduate programs, internship possibilities, volunteer activities, guest speakers, concentrations with other majors, and other information which might assist you in your educational journey.

LIBERAL ARTS MINOR IN PSYCHOLOGY

The requirement for a minor in psychology is 24 credits in psychology, including one introductory course (PSY 100), a methods course (PSY 250), two courses selected from 215, 225, 235 or 245, and two other psychology courses at the 300 level or above. The student must achieve an overall GPA of 2.0 in the minor to graduate with a minor in psychology.

Section I**COMMENTS ON CONTENTS**

This section is intended to be a guide to what you will find in this pamphlet. It should help you to understand something about the basic framework upon which we build our curriculum.

We want to make the general suggestion that you **avoid over-specialization**. We hope that you avoid taking courses in only one or two areas of psychology. Instead, we would like you to experience as many different courses as possible. In doing so, we hope you are better prepared for your career aspirations when you graduate.

Section II describes the courses we offer. Many of the descriptions are just as they appear in the latest Oakland University catalog. If you are in doubt about the content of a course, see the professor who is offering it.

Section III describes the **Honors Program in Psychology**. The Honors Program in Psychology is available to all psychology majors who meet the prerequisites. This program is particularly suitable for those students who plan to pursue graduate work in psychology.

Section IV is listing of the "Topics" courses (PSY 415, Seminar in Basic Psychological Processes, PSY 425, Seminar in Developmental Psychology, PSY 435, Seminar in Social Psychology, and PSY 445, Seminar in Individual Differences and Personality Psychology) that will be offered as scheduling permits.

Section V is a listing of the faculty of the Department of Psychology, along with their areas of teaching and research.

The Overall Picture of Psychology and Psychology Courses at Oakland University

Introductory Courses

PSY 100 Foundations of Contemporary Psychology (required of all majors)
 PSY 130 Positive Psychology (may be taken by those seeking a minor in Psychology)

Methodology Core

PSY 250 Introduction to Research Design PSY 381 Tests and Measurement
 PSY 251 Statistics and Research Design PSY 487-489 Research Apprenticeship
 PSY 362 Statistical Analysis on Computers

Basic Processes

PSY 215 Intro. to Basic Psychological Processes PSY 319 Animal Behavior
 PSY 311 Sensation & Perception PSY 415 Seminar in Basic Psychological Processes
 PSY 315 Evolutionary Psychology
 PSY 316 Cognitive Psychology PSY 450 Research Methodology
 PSY 318 Physiological Psychology Basic Psych. Processes

Developmental Psychology

PSY 225 Intro. to Life-Span Developmental Psych. PSY 327 Socialization in the Family
 PSY 321 Child Development PSY 425 Seminar in Developmental Psychology
 PSY 322 Adolescence & Youth
 PSY 323 Adulthood & Aging PSY 452 Research Methodology: Developmental Psychology

Social Psychology

PSY 235 Introduction to Social Psychology PSY 338 Health Psychology
 PSY 330 Social Cognition PSY 339 Emotions
 PSY 333 Motivation PSY 435 Seminar in Social Psych.
 PSY 337 Interpersonal Processes & Group Behavior PSY 453 Research Methodology: Social Psychology

Personality and Individual Differences

PSY 245 Intro. to Individual Differences & Personality PSY 445 Seminar in Individual Differences & Personality
 PSY 341 Introduction to Psychopathology PSY 454 Research Methodology: Individual Differences & Personality
 PSY 342 Coping Strategies in the Normal Personality
 PSY 343 Psychopathology of Childhood
 PSY 344 Behavior Analysis

Special Areas of Interest

PSY 200 Topics in Psychology PSY 400 Science and Superstition
 PSY 358 History and Systems of Psychology PSY 460 Senior Seminar in Psychological Science
 PSY 370 Psycholinguistics
 PSY 374 Psychology of Women PSY 470 Apprentice College Teaching
 PSY 399 Field Experience in Psychology

Honors

PSY 494 Honors Independent Studies

Section A

To The Psychology Major Seeking Career Opportunities with the BA Degree

It is easy for students to get the idea that there is nothing that they can do in psychology without the MA, the PhD, or the PsyD degrees. There are many opportunities for individuals with a BA in psychology. You need to ask yourself: What skills can you learn that will allow you to become a well-rounded individual and a benefit to the company or agency with whom you wish to work? There are jobs that are open to college graduates that might be of interest to the psychology major. For example, the State of Michigan (a major employer) has a set of special job descriptions that require, among other things, a BA in psychology or sociology. In industry, the BA psychology major might get into personnel work. In business, there are a number of training programs in management and sales. There are also opportunities in marketing research firms and advertising.

Consultation with the faculty may be helpful to you in selecting psychology courses. Volunteering in a field of interest will often clarify things for you, and it counts as experience. Note that it is as important to know what you DO NOT wish to pursue as it is to know what you DO wish to pursue.

Get some training in statistical analysis. The use of statistics in human services agencies is already widespread and is rapidly growing. A psychology major with some statistics training looks more attractive to employers in human-services agencies and in industry. Our statistics course, PSY 251, now emphasizes use of the SPSS computer package; this is a marketable skill you should acquire and master.

Get involved in a faculty member's research. In addition to giving you valuable experience, you will get to know a faculty member better so that he or she can write you a strong letter of recommendation.

Attend our Careers in Psychology workshops. We provide information about careers requiring a BA or MA, as well as information on how to present yourself to a future employer.

Section B

To the Student Planning to go to Graduate School in Psychology

To become a professional psychologist, you **must** go to graduate school in psychology. You must obtain the MA, the PhD, or the PsyD. To learn more about the range of opportunity for graduate study you should obtain a copy of Graduate Study in Psychology and Associated Fields published by the American Psychological Association. This book includes descriptions of nearly every graduate program in the United States and Canada and is the single best resource of information for students wishing to apply to graduate schools.

Graduate schools look for **good undergraduate grades**. However, good grades are only impressive when they come in rigorous courses. You should think in terms of courses in biology, physiology, sociology, anthropology, philosophy, math, chemistry, physics, computer science, etc.

Graduate schools also require that you take and do well in the Graduate Records Examinations (**GREs**). These tests are administered at Oakland. They are in four parts, verbal, quantitative, analytic, and specialty (psychology). Graduate schools consider the verbal and quantitative parts to be the most important. You might give serious consideration to participating in one of the GRE preparation courses available at Oakland University.

Graduate schools in psychology also look at you more favorably if you have done some research yourself or if you have participated in research. It is essential that you become involved in a faculty member's research project. The longer you are involved the more likely it will be that you will become an active collaborator as well as learning many valuable research techniques, and perhaps even have the opportunity to make a presentation at a professional conference or to be a contributor on a published manuscript.

Becoming a research assistant to a faculty member is the **best** way to get a strong letter of recommendation. All graduate schools require at least three letters of recommendation. Admission committees weigh these letters heavily. We, as faculty, write a large number of these letters each year. Our advice is that you take part in whatever activities you can around the department, especially research activities and **get to know at least a few faculty members**.

Graduate schools tend to give high regard to earning of honors. See **Section III** for a description of the criteria that have to be met to earn honors.

What follows are a few suggestions meant to help you to select efficiently from our course offerings. First are our most specific recommendations. They apply whether you are planning to go into a masters or a doctoral program. They apply whichever specialization within psychology you may wish to pursue, be it Experimental, Clinical, Social, Developmental, Industrial, etc. Following these specific recommendations, the various special areas of psychology are discussed and further suggestions are given for each specialty.

Recommendations for all Students Thinking of Graduate School in Psychology

The following are strongly recommended for all:

1. PSY 250 *Introduction to Research Design*

PSY 250 is required of all our majors. The material in this course represents the means by which we create knowledge in the various fields in psychology. PSY 250 is a prerequisite for ALL courses numbered above it, beginning with PSY 251 (Statistics and Research Design) and all 300-level and 400-level courses. SAIL will NOT allow you to co-register or

register for any higher level courses until you have passed PSY 250 with a 2.0 or higher. **Take PSY 250 early.**

2. PSY 251 *Statistics and Research Design*

PSY 251 is required of all our majors. This course is a survey of the principle statistical procedures commonly employed in research in the behavioral and social sciences. It is a prerequisite to several of our advanced courses. Psychology attempts more and more to investigate its problems in an empirical and experimental manner. This course is designed to help the student to understand and evaluate applications of statistical techniques to such things as testing and research. The real principles of application will become clearer to the student as he or she takes the “experimental” courses which are designed for that purpose. **Take PSY 251 early.**

3. Additional Methods Courses:

PSY 362	Statistical Analysis on Computers
PSY 381	Tests and Measurement
PSY 487-489	Research Apprenticeship
PSY 494	Honors Independent Studies

4. PSY 450 Research Methodology: Basic Psychological Processes
 PSY 452 Research Methodology: Developmental
 PSY 453 Research Methodology: Social
 PSY 454 Research Methodology: Individual Differences and Personality

Although the general content is defined in the title of each course, variations in course format and design do exist from faculty member to faculty member and from semester to semester. Most graduate schools in psychology require an experimental psychology course. These courses rather than PSY 250 are what the graduate schools are looking for. Your readiness for graduate school will be greatly enhanced if you take one of these courses.

5. If you are thinking seriously of graduate work, graduating with departmental honors can be helpful in your dossier. See **Section III** for honors criteria.

6. These 10 courses are ones you should especially consider:

PSY 315 Evolutionary Psychology	PSY 341 Intro to Psychopathology
PSY 316 Cognitive Psychology	PSY 358 History/Systems of Psychology
PSY 318 Physiological Psychology	PSY 362 Statistical Analysis on Computers
PSY 321 Child Development	PSY 381 Tests and Measurements
PSY 330 Social Cognition	
PSY 339 Emotion	

The Special Areas Within Psychology

There are a number of different areas of specialization within the total field of psychology. Some of the major ones are listed below with a brief description of each. The courses that we offer in each area are also listed. Should you like additional information, log on to www.apa.org, the American Psychological Association website.

Each area requires special training and graduate schools in psychology are meant to give you that training. Most of the specialties exist in some form or another at both the MA and the doctoral levels. ***Graduate schools in psychology prefer that undergraduate students have a wide background in psychology. It is not wise to over-specialize at the undergraduate level.***

(a) *Experimental Psychology*

The experimental psychologist is dedicated to the experimental study of behavior. Often, but by no means always, his or her work is with what we have called the “basic processes” (learning, perception, cognition, motivation, etc.). He or she is usually employed in a university setting, although private industries and governmental agencies also employ them. Sometimes their titles are Physiological Psychologist or Human Factors Psychologist.

PSY 311	Sensation and Perception	PSY 318	Animal Behavior
PSY 315	Evolutionary Psychology	PSY 333	Motivation
PSY 316	Cognitive Psychology	PSY 450	Research Methodology: Basic Processes
PSY 318	Physiological Psychology		

(b) *Clinical Psychology*

The clinical psychologist generally specializes in the diagnosis and treatment of psychological disorders. His or her training aims at an understanding of individual dynamics, evaluation, and psychotherapy. The PhD in Clinical Psychology emphasizes research and research support for understanding psychopathology. The Clinical Psychologist is often employed by universities in teaching and doing research. Just as often she or he is employed by mental health clinics and centers of various sorts, by mental hospitals, etc. Clinical Psychologists also engage in private practice. See also **Section C** (Social Work).

PSY 341	Intro to Psychopathology	PSY 454	Research Methodology: Individual Differences and Personality
PSY 343	Psychopathology of Child.		
PSY 344	Behavior Analysis		
PSY 381	Tests and Measurement		

(c) *Social Psychology*

The social psychologist studies how a person’s cognition and behavior is shaped by interactions with people. They are interested in all aspects of interpersonal relationships, including individual and group influences. For

example, their research helps us understand how people form attitudes toward others, and when these are harmful—as in the case of prejudice—suggests ways to change them. Social psychologists are found in a variety of settings, from academic institutions (where they teach and conduct research), to advertising agencies (where they study consumer attitudes and preferences), to businesses and government agencies (where they help with a variety of problems in organization and management).

PSY 315	Evolutionary Psychology	PSY 338	Health Psychology
PSY 330	Social Cognition	PSY 339	Emotion
PSY 337	Interpersonal Processes & Group Behavior	PSY 453	Research Methodology: Social Psychology

(d) ***Developmental Psychology***

The developmental psychologist studies the psychological development of the human being from conception through death. Until recently, the primary focus was on childhood and adolescence, the most formative years. But as life expectancy in this country approaches 80 years, developmental psychologists are becoming increasingly interested in aging, especially in researching and developing ways to help elderly people stay as independent as possible. He or she is often employed by universities to teach and to do research. He or she is also employed in a variety of agencies and clinics which deal with children or with the aged.

PSY 321	Child Development	PSY 371	Work with the Elderly
PSY 322	Adolescence & Youth	PSY 452	Research Methodology: Developmental Psych.
PSY 323	Adulthood & Aging		
PSY 327	Socialization in the Family		

(e) ***Industrial Psychology***

The industrial psychologist is trained to do research, to know something about personnel problems, and/or to know something about designing and implementing training programs and evaluating their effectiveness. The latter is the growing body of knowledge that attempts to deal with the problems of product and engineering design that arise because of human nature; how to make person-machine systems that are suited to each other. He or she is ordinarily employed by or is a consultant to business and industry and may be employed by the Armed Forces.

PSY 316	Cognitive Psychology	PSY 381	Tests and Measurement
PSY 330	Social Cognition	PSY 453	Research Methodology: Social Psychology
PSY 337	Interpersonal Processes & Group Behavior		

(f) ***Educational Psychology***

The educational psychologist is interested in such things as the planning of research, evaluation, remedial training, special education, programs for the schools, etc. He or she is also likely to plan and supervise a variety of programs to meet the needs of the schools, adult education programs,

industrial training programs, etc. The student should consult with the School of Education and Human Services. He/she should consider obtaining a teaching certificate.

PSY 321	Child Psychology	PSY 343	Psychopath. of Childhood
PSY 341	Intro to Psychopathology	PSY 381	Tests and Measurement

(g) ***School Psychology***

The school psychologist is somewhat different from the Educational Psychologist. He or she works at some level in the schools, testing, counseling problem children, consulting with teachers, etc. Again, the student should consult with the School of Education and Human Services. Here the teaching certificate is even more important. Consult the state and/or graduate school requirements.

The same courses as those listed in (f), plus some of the same courses listed in (b) and (c) and (d).

(h) ***Forensic Psychology***

The forensic psychologist applies psychological principles to legal issues. Their expertise is often essential in court. They can help a judge decide which parent should have custody of a child or evaluate a defendant's mental competence to stand trial. Some forensic psychologists are trained in both psychology and the law.

PSY 318	Physiological Psychology	PSY 343	Psychopathology of PSY
333	Motivation		Childhood
PSY 341	Intro to Psychopathology	PSY 344	Behavior Analysis
PSY 381	Tests and Measurement		

(i) ***Health Psychology***

The health psychologist is interested in how biological, psychological, and social factors affect health and illness. They identify the kinds of medical treatment people seek and get; how patients handle illness; why some people don't follow medical advice; and the most effective ways to control pain or to change poor health habits. They also develop health care strategies that foster emotional and physical well-being.

PSY 323	Adulthood and Aging	PSY 342	Coping Strategies in the
PSY 330	Social Cognition		Normal Personality
PSY 333	Motivation	PSY 344	Behavior Analysis
PSY 338	Health Psychology	PSY 381	Tests and Measurements

Section C

To the Psychology Major Going Outside of Psychology for Graduate Training

There are a number of career fields, which are not psychology, where further specialized training at a graduate school is required. In some of these fields an undergraduate major in psychology is a good one to have. In general, we recommend this above all: **obtain catalogs** in the fields you are considering from the graduate schools that interest you. Get them as early in your undergraduate days as you begin to get ideas about what you'd like to do. Make sure that you are fulfilling the other requirements the graduate schools specify. We also recommend that you take steps to talk to the director of various agencies that might eventually hire you. See what training they feel you should have.

Several of these career fields are listed, along with some of our psychology courses which you should consider.

(a) *Social Work*

This requires at least a MA from a graduate school of social work. To get into such a graduate school, the BA major in psychology is sufficient though it is not the only possible one. The social worker sometimes works for a government agency. Social workers also work in private agencies. The social worker uses community resources to deal with social problems at an individual level. Many social workers also do counseling and therapy. It is an occupation where one works directly with both children and adults who **need** help. The work can involve general casework, helping individuals to receive the benefits they are legally entitled to, general community work on large scale projects, etc.

These courses should be considered:

PSY 225	Intro. to Life-Span Developmental Psych.	PSY 341	Intro to Psychopathology
PSY 235	Intro. to Social Psych.	PSY 371	Work with the Elderly
PSY 321	Child Development	PSY 452	Research Methodology: Developmental
PSY 322	Adolescence & Youth	PSY 453	Research Methodology: Social Psychology
PSY 323	Adulthood & Aging		
PSY 327	Socialization in the Family		

(b) *Vocational Rehabilitation Counseling*

Ordinarily this requires a Masters in Vocational Rehabilitation. The BA in psychology is a good one to have in order to get into a graduate school in Vocational Rehabilitation. The work involves helping the physically challenged patient to relearn skills he or she may have lost, or to learn new skills. Some skills are basic to everyday living and training is geared to compensate for specific deficiencies. Other skills are more complex and are related to work or recreational activities. The Vocational Rehabilitation

Counselor also applies various methods to help his or her patients adjust emotionally and socially to the limitations imposed by the illness or handicap. A typical employer is the U. S. Government Agency, Division of Vocational Rehabilitation.

These courses should be considered:

PSY 321	Child Development	PSY 341	Intro to Psychopathology
PSY 322	Adolescence & Youth	PSY 343	Psychopathology of Childhood
PSY 323	Adulthood & Aging	PSY 371	Work with the Elderly
PSY 333	Motivation		

(c) ***Criminology***

A good way into police, parole, or probation work is through a graduate school such as the Michigan State Graduate School of Criminology.

The Sociology Department also has a Concentration in Criminal Justice, which includes coursework from sociology and psychology. It is an excellent preparation for the work in the criminal justice system.

These courses should be considered:

PSY 235	Intro. to Social Psych.	PSY 339	Emotion
PSY 333	Motivation	PSY 341	Intro to Psychopathology
PSY 337	Interpersonal Processes & Group Behavior	PSY 453	Research Methodology: Social Psychology
PSY 330	Social Cognition		

Section D

To the General Psychology Major

If you are majoring in psychology because you are interested in the subject matter and desire a general liberal arts degree, we suggest that you turn back to page 5 for the outline of the various content areas in psychology. Select those courses that sound interesting to you. In addition, it is worth considering the series of courses, PSY 415, 425, 435, 445, *Seminars in Basic Psychological Processes, Developmental Psychology, Social Psychology, or Individual Differences and Personality Psychology*, respectively, offered periodically throughout the academic year. Since different topics courses are presented each term, you should check our schedule for the courses being offered during the upcoming semester. A list of the topics that have been offered in the past is included in **Section IV** of the pamphlet. Our curriculum is a desirable one for you because we offer a wide variety of courses. Only three courses (PSY 100, PSY 250, and PSY 251) are specifically required for the BA degree. After those are completed, it's up to you to select courses that satisfy your own interests.

Section II**PSYCHOLOGY COURSES WITH DESCRIPTIONS**

PSY 100 *Foundations of Contemporary Psychology* (4 credits)

An introduction both to basic principles and recent formulations in psychology. Topics include the central psychological processes of attending, perceiving, learning, thinking, remembering, and study of social behavior and the development and organization of personality. Required of psychology majors and a prerequisite for all courses numbered higher.

Prerequisite: None.

PSY 130 *Positive Psychology* (4 credits)

Scientific study of the strengths and virtues that allow individuals and communities to thrive. Understanding positive emotions such as contentment, happiness, hope; individual traits such as capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, wisdom; institutional strengths that foster justice, parenting, leadership, teamwork, purpose and tolerance..

Prerequisite: None.

PSY 200 *Topics in Psychology* (4 credits)

Offered occasionally on special topics of current interest that are not listed among regular offerings.

Prerequisite: See individual listings in *Schedule of Classes*.

PSY 215 *Introduction to Basic Psychological Processes* (4 credits)

A survey of the processes of learning, memory, and thinking, including physiological factors underlying these processes.

Prerequisites: PSY 100 with a grade of 2.0 or higher.

PSY 225 *Introduction to Life-Span Developmental Psychology* (4 credits)

A survey of the principal cognitive, social and behavioral processes that operate across the life-span. Satisfies General Education Knowledge Application requirement for *non-majors* only.

Prerequisite: PSY 100 with a grade of 2.0 or higher.

PSY 235 *Introduction to Social Psychology* (4 credits)

Overview of traditional and current trends in social psychology. Attention is given to theoretical approaches to attitudes, interpersonal processes, and social perception.

Prerequisite: PSY 100 with a grade of 2.0 or higher.

PSY 245 *Introduction to Individual Difference and Personality Psychology* (4 credits)

A survey of basic research in individual differences and personality, including major personality theories, personality variables (i.e., aggression, altruism) and the measurement of personality variables.

Prerequisite: PSY 100 with a grade of 2.0 or higher

PSY 250 *Introduction to Research Design* (4 credits)

General introduction to design, function, and interpretation of research in the social sciences. Provides necessary preparation to evaluate the empirically based content of psychology. Required of psychology majors.

Prerequisite: PSY 100 with a grade of 2.0 or higher.

PSY 251 *Statistics and Research Design* (4 credits)

Introduces principal statistical procedures needed to analyze and interpret data in behavioral science research. Includes descriptive and inferential statistics.

Prerequisite: PSY 250 with a grade of 2.0 or higher and proficiency in intermediate algebra as demonstrated through a grade of 2.0 or higher in MTH 062 or placement in a higher mathematics course.

PSY 305 *Creativity and Innovation* (4 credits)

Interdisciplinary approach to understanding cultural, societal, individual, cognitive and biological determinants of creativity and their application to innovation.

Prerequisite: PSY 100 with a grade of 2.0 or higher.

PSY 311 *Sensation and Perception* (4 credits)

Psychophysical, physiological and cognitive approaches to the basic sensory systems and perceptual processes.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 315 *Evolutionary Psychology* (4 credits)

Reviews empirical and theoretical work in the broad field of evolutionary psychology which addresses human and non-human nature, individual differences and group differences, including sex differences and cultural differences from an evolutionary perspective.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 316 *Cognitive Psychology* (4 credits)

The information processing approach to problems in pattern recognition, selective attention, mental operations, short- and long-term memory, the psychology of reading, problem-solving, and probabilistic reasoning.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 318 *Physiological Psychology* (4 credits)

Biological bases of behavior with emphasis on humans and related mammalian species: basic neuroanatomy and neurophysiology, motivation, emotion, learning and memory, sleep and dreams, sensory-motor mechanisms, brain stimulation, and psychopharmacology, hormones, and behavior.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 319 *Animal Behavior* (4 credits)

Comparative psychological, ethological, and sociobiological viewpoints on behavior of animals. Emphasis will be on vertebrate species, including humans. Discussion of reproductive, aggressive and social behaviors, learning, communication, etc. Stresses an evolutionary perspective.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 321 *Child Development* (4 credits)

Theory and principles of child development from birth to puberty. Selected topics include: maturational processes, learning and motivation, intelligence, self-concept, and child-rearing practices.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 322 *Adolescence and Youth* (4 credits)

Focuses on the scientific study of the normative biological, cognitive, emotional, personality, and social changes that occur during adolescence. Selected topics include pubertal maturation, information processing, identity development, peer relations, and family dynamics.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 323 *Adulthood and Aging* (4 credits)

Psychological change, from young adulthood to death; topics include potentials for psychological growth and sources of crisis, changes in intellectual processes, attitudes toward aging, retirement, and the needs of the aged.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 327 *Socialization in the Family* (4 credits)

Some areas of research and theory on socialization processes. Areas of focus: attachment and separation, conscience development, sex-role identity, ego-identity, etc. Role of principal agents, e.g., family, peers, school.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 330 *Social Cognition* (4 credits)

The theory and research explicating thinking processes underlying social phenomena such as impression formation, persuasion, conformity, compliance, stereotyping and causal perception. Areas of focus include attitude formation

and change, attribution theory, the role of affect in cognition, schema theory and theories of nonverbal behavior.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 333 ***Motivation*** (4 credits)

The nature of physiological and behavioral mechanisms that control an organism's reaction to the demands of its environment.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 337 ***Interpersonal Processes and Group Behavior*** (4 credits)

Group structure, function, and process. Focus on how individuals affect the behavior of people in groups; how the group, in turn, affects the behavior of the individual. Topics include leadership, cohesion, group therapy, crowds, and mobs.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 338 ***Health Psychology*** (4 credits)

Application of psychological theory and research to health promotion as well as illness prevention and treatment. The interaction between biological, social and psychological factors in health and medical problems is emphasized.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 339 ***Emotion*** (4 credits)

Understanding of human emotion from both a historical and theoretical viewpoint. Contemporary theoretical positions will be compared in terms of the roles that cognition, behavior, and physiological changes play in the emotional experience.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 341 ***Introduction to Psychopathology*** (4 credits)

Introduction to psychopathology across the lifespan with a focus on the etiology from psychological, biological and sociocultural perspectives; assessment; diagnosis; and empirically-based treatment options. Includes scientific discussion of clinical types, methods of investigation and principals of psychotherapy.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 342 ***Coping Strategies in the Normal Personality*** (4 credits)

Characteristics of healthy personality in the following dimensions: need gratification, reality contact, interpersonal relationships, and growth.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 343 *Psychopathology of Childhood*

(4 credits)

The psychopathology of children and adolescents.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 344 *Behavior Analysis*

(4 credits)

Theory and research on the analysis of behavior as it has developed from Pavlov to Skinner and Bandura. Includes a consideration of the application of principles of behavior analysis to individual and social behavior.

Prerequisite: PSY 250 with a grade of 2.0 or higher.

PSY 358 *History and Systems of Psychology*

(4 credits)

How psychology came to be as it is. The beginning of the great experiments and the schools of psychology; the schools to World War II; World War II to the present. People, experiments, theories.

Prerequisite: PSY 100 and two psychology courses other than PSY 251.

PSY 362 *Statistical Analysis with Computers*

(4 credits)

Advanced statistical procedures employed in behavioral science research.

Emphasis will be on the statistical software, SPSS. Topics include multivariate analyses and nonparametric tests.

Prerequisite: PSY 251 with a grade of 2.0 or higher.

PSY 370 *Psycholinguistics*

(4 credits)

Identical to ALS 335

PSY 371 *Work with the Elderly*

(4 credits)

Introduction to community and institutional work with the elderly. Field placement is combined with readings and lectures on psychosocial services for the elderly.

Prerequisite: PSY 250 with a grade of 2.0 or higher, and PSY 323 or permission of instructor.

PSY 374 *Psychology of Women*

(4 credits)

Examines gender differences resulting from the socialization of girls and women and the psychological impact of life events experienced exclusively or differentially by women. Topics include role conflicts, gender stereotypes, achievement, and employment. Identical with WGS 374.

Prerequisite: PSY 100 with a grade of 2.0 or higher.

PSY 381 *Tests and Measurement*

(4 credits)

Theories of measurement and evaluation. Examination of empirical construction and interpretation of various tests, including intelligence, achievement, interests and special aptitudes.

Prerequisite: PSY 251 with a grade of 2.0 or higher.

PSY 399 *Field Experience in Psychology*

(4 credits)

The application of psychological concepts and methods in a work setting. Includes a minimum of 10 hours/week in job placement with a classroom component, readings, and discussion of relevant literature. **Does not count toward the major.** May not be repeated for credit.

Prerequisite: junior/senior standing. Minimum 16 credits in the major including PSY 250 with a grade of 2.0 or higher and 2 courses between PSY 310 and PSY 349 and permission of instructor.

PSY 400 *Science and Superstition*

(4 credits)

An overview of the methods and products of science as contrasted with superstition and supernaturalism. Focus on differentiating critical thinking and scientific evidence-based beliefs and practices from beliefs and practices that are not evidence-based and do not depend on critical thinking, such as tarot card readings, palm readings, astrology and supernaturalism.

Prerequisite: PSY 250 with a grade of 2.0 or higher

PSY 415 *Seminar in Basic Psychological Processes*

(4 credits)

Advanced seminar in a special topic related to cognition, perception, conditioning, or physiological processes.

Prerequisite: PSY 215, PSY 250 with a grade of 2.0 or higher and permission of instructor.

PSY 425 *Seminar in Developmental Psychology*

(4 credits)

Advanced seminar in a special topic related to developmental psychology, such as theories of development.

Prerequisite: PSY 225, PSY 250 with a grade of 2.0 or higher and permission of instructor.

PSY 435 *Seminar in Social Psychology*

(4 credits)

Advanced seminar in a special topic related to social psychology, such as attitudes, attributions or theories of social influence.

Prerequisite: PSY 235, PSY 250 with a grade of 2.0 or higher and permission of instructor.

PSY 445 *Seminar in Individual Differences and Personality Psychology* (4 credits)

Advanced seminar in a special topic related to individual differences and personality psychology such as theories of personality, aggression, or religion.
Prerequisite: PSY 245, PSY 250 with a grade of 2.0 or higher and permission of instructor.

PSY 450 *Research Methodology: Basic Psychological Processes* (4 credits)

Issues in design and methodology of psychological research with application to the area of basic psychological processes. Independent research project required.
Prerequisite: PSY 251 with a grade of 2.0 or higher and permission of instructor.

PSY 452 *Research Methodology: Developmental Psychology* (4 credits)

Issues in design and methodology of psychological research with application to the developmental area. Independent research project required.
Prerequisite: PSY 251 with a grade of 2.0 or higher and permission of instructor.

PSY 453 *Research Methodology: Social Psychology* (4 credits)

Issues in design and methodology of psychological research with application to the social area. Individual research project required.
Prerequisite: PSY 251 with a grade of 2.0 or higher and permission of instructor.

PSY 454 *Research Methodology: Individual Differences and Personality* (4 credits)

Issues in design and methodology of psychological research on personality. Independent research project required.
Prerequisite: PSY 251 with a grade of 2.0 or higher and permission of instructor.

PSY 460 *Senior Seminar in Psychological Science* (4 credits)

This team taught seminar will bring to bear the understandings of various subdisciplines in psychology on a complex behavioral issue (e.g., child rearing, academic achievement, hostility and helping). The members of the department representing the relevant subdisciplines will lead the seminar discussion.
Prerequisite: PSY 251 and PSY 358.

PSY 470 *Apprentice College Teaching* (4 credits)

Supervised participation in teaching undergraduate psychology courses. Discussion of teaching objectives and methods. May be repeated for a total of eight credits. Only four (4) credits may be offered to fulfill major requirements.

Prerequisite: Permission of instructor.

PSY 483-485 **Readings and Research Projects** (4 credits)

Individual readings or laboratory research on a topic agreed upon by a student and a member of the psychology faculty. May be repeated for additional credit. Not more than 8 credits of reading and research projects may be counted toward fulfillment of the major in psychology.

Prerequisite: Permission of instructor.

PSY 487 - 489 **Research Apprenticeship** (2 or 4 credits)

Students will be mentored by faculty in design and implementation of a research project. May be repeated for additional credit. Only 8 credits may be used toward the major.

Prerequisite: Permission of instructor.

PSY 494 **Honors Independent Studies** (4 credits)

Independent honors research projects in clinical, developmental, experimental, and social psychology, respectively.

Prerequisite: Permission of instructor.

Section III

Writing Intensive Courses in Psychology

The General Education Program mandates that all students complete at least one writing intensive course within their major. Most 300 level psychology courses include a writing component to meet the General Education requirement for intensive writing courses.

The following requirements apply to all writing intensive courses:

- 1) A minimum of 1/3 of a student's grade will be based on assignments requiring substantive writing (papers, projects, reports, etc.)
- 2) Writing should be integrated into the course requirements through more than one means. Writing on exams may count toward the fulfillment of the writing requirement, but exam writing alone, such as essay questions, is not enough to fulfill the requirement.
- 3) Writing assignments could include: (a) a critical literature review on a specific topic; (b) a theoretical essay which must involve an analysis of theoretical and empirical literature in support of the student's theoretical presentation; (c) a case study of an application of an important psychological construct, including an analysis of theoretical and empirical literature in support of the student's formulation; (d) a report of an empirical research study which the student has carried out from rationale through design, analysis, and discussion of results; (e) a proposal for an empirical research study in which the student will describe the rationale through design, analysis, and discussion of results. Instructors are not limited to these five possibilities and are free to use some other type of

- project but should consult with the curriculum committee to determine that the project meets the General Education requirement.
- 4) Papers should be written in APA style where appropriate.
 - 5) At least one paper must involve revision after the instructor has provided feedback on a first draft. Instructors may use teaching assistants to aid in the reading of first drafts and as consultants to the students. However, final suggestions for revision must be presented to the student by the instructor.
 - 6) Writing assignments may vary in number and length but must add up to a minimum of 18 pages or 4,500 words over the semester.

Courses Satisfying Writing Intensive Requirement

Within the Psychology major, a writing intensive course can satisfy the General Education requirement for *writing intensive in the major* OR *general education writing intensive*, but NOT BOTH. Thus, you must take two of the writing intensive courses to satisfy general education requirements.

PSY 316 Cognitive Psychology
 PSY 318 Physiological Psychology
 PSY 319 Animal Behavior
 PSY 321 Child Development
 PSY 322 Adolescence and Youth
 PSY 323 Adulthood and Aging
 PSY 327 Socialization in the Family
 PSY 330 Social Cognition
 PSY 333 Motivation
 PSY 337 Interpersonal Processes and Group Behavior
 PSY 338 Health Psychology
 PSY 339 Emotion
 PSY 342 Coping Strategies in the Normal Personality
 PSY 343 Psychopathology of Childhood
 PSY 344 Behavior Analysis
 PSY 358 History and Systems of Psychology
 PSY 362 Statistical Analysis on Computers
 PSY 370 Psycholinguistics
 PSY 381 Tests and Measurements

Section IV

Independent Studies

WHAT SHOULD ONE EXPECT FROM A PSY 399, 470, 483-485, OR 494 EXPERIENCE?

All students getting a BA degree should be able to write a paper based either on their own original research or on their integration of others' research findings as they relate to a practicum experience. Students wishing to undertake any independent project **must** complete a form summarizing what they propose to accomplish in any of these courses, obtain an endorsement from the faculty member who will be supervising their work, and submit this plan of study to the departmental office. The administrative secretary collects these forms. Grades in each of the "independent" project courses are due on the first day of the examination period. If the course requirements include a "tangible product", this product shall be submitted to the administrative secretary at this time so the Assessment Committee will be able to perform their responsibilities in a timely manner. The faculty of the Department of Psychology has endorsed the following normative expectations for these courses.

PSY 399 Field Experience

Course description: The application of psychological concepts and methods in a work setting. Includes job placement with a classroom component, readings and discussion of relevant literature. May not be repeated for credit.

- a. In order to provide a comparable experience to a four credit, upper-level course, the student should spend 10 to 15 hours a week, on the average, on both the practical and academic components combined.
- b. Both the academic and the practical component shall require a minimum of five hours per week, on the average.
- c. The practicum placement should provide the student with an opportunity to experience the application of psychological knowledge in an applied setting.
- d. The practicum placement shall be responsible for providing appropriate supervision of the applied component of the student's experience.
- e. As a prerequisite, the student shall present a written contract with the placement setting in which the dates and responsibilities of the student are spelled out, together with the nature of the supervision that will be provided by the placement setting. This document shall be signed by the student, an appropriate representative of the placement setting and the faculty supervisor.
- f. The faculty supervisor shall be the liaison person between the university and the placement setting.
- g. The faculty supervisor shall be responsible for periodic meetings with the student during the course of the practicum to develop a list of scholarly and professional readings of appropriate length and substance for the student to read during the course of the practicum.
- h. This list shall form the basis of a paper written by the student integrating the readings and the work experience.

- i. The paper should be between 10 and 20 pages, typed in APA style.
- j. The faculty supervisor shall meet with the student periodically to give feedback concerning the development of the paper.
- k. The faculty supervisor shall be responsible for giving the student a grade for the practicum, in consultation with the practicum placement supervisor. There should be an informal evaluation of the student's progress at mid-semester, both by the placement supervisor and the faculty supervisor.

PSY 470 Apprentice College Teaching

Course description: Supervised participation in teaching undergraduate psychology courses. Discussion of teaching objectives and methods. May be repeated for a total of 8 credits. Only 4 credits may be offered to fulfill major requirements.

- a. The purpose of this course is to give the student supervised experience in a variety of areas related to the teaching of psychology.
- b. It is assumed the student will devote approximately 10 to 12 hours per week to this course.
- c. Approximately 2/3 of this time may involve direct contact with other students doing such things as leading discussion seminars, giving presentations and/or tutoring.
- d. Approximately 1/3 of this time may be devoted to a variety of teaching support activities such as exam preparation, preparation of demonstrations, maintaining class records, collecting and evaluating course materials and doing preliminary evaluations of student work where appropriate. They may not, however, grade other students' work.
- e. It is expected the faculty supervisor will meet with the student enrolled in this course on a regular basis to provide adequate supervision and instruction.
- f. Students in this course should receive written evaluation several times during the course on a regular basis to provide adequate supervision and instruction.
- g. The grades given in this class should reflect the variation in quality of student performance.
- h. Student may not proctor exams without a faculty member present.

PSY 483-485 Readings and Research

Course description: Individual readings or laboratory research on a topic agreed upon by a student and a member of the psychology faculty. May be repeated for additional credit. Not more than 8 credits of readings and research project may be counted toward fulfillment of the major in psychology.

- a. If it is essentially an independent readings experience, it is recommended the student prepare a final paper that is a minimum of 25 pages (double-spaced type), which reviews and analyzes the material read for the course. The reading and total work-load associated with this experience should be comparable to that of a regular upper level course with a comparable number of credits. There should be faculty feedback at appropriate times throughout

this process, and the student should have an opportunity to revise the final draft following faculty feedback.

- b. If the experience is essentially an empirical research project, it should result in an APA style paper describing all appropriate aspects of the work. Again, there should be faculty feedback at appropriate times throughout the process, and the student should have an opportunity to revise the final draft of the paper following faculty feedback. The work-load should be comparable to that of an upper level course worth a comparable number of credits.

PSY 487-489 Research Apprenticeship

Course description: Student will be mentored by faculty in design and implementation of a research project. May be repeated for additional credit. Not more than 8 credits earned in the research apprenticeship may be counted toward fulfillment of the major in psychology.

- a. The purpose of this course is to provide the student with a first-hand experience doing psychological research.
- b. The student should spend approximately the same amount of time to this course as they would to any other senior-level course. (Approximately 8 to 10 hours per week, on the average)
- c. The supervisor should provide an orientation session at the beginning of the semester outlining the nature of the experience that will be provided, the expectations the supervisor has with respect to student performance and the basis upon which they will be graded.
- d. In order to provide adequate supervision, appropriate mentoring of the student, and to maximize the success of the project and the student's experience, regular meetings/contacts with the supervisor should occur throughout the semester.
- e. It is expected that, at the end of the experience, the student should have an in-depth understanding of the research, its history, related research, the implications and application of the work, etc.
- f. If the work results in a presentation or publication APA standards concerning authorship should apply.
- g. There should be a written mid-semester assessment of the student's contribution to date.
- h. The supervisor shall give the student a grade for the course based on the standards described in the initial orientation session. It is expected that not all students will do an equally excellent job, and the distribution of grade assigned should accurately reflect the differential quality of the contribution made by various students.

PSY 494 Honors Independent Studies (Senior Thesis)

Course description: The student shall conduct the research in his (her) approved thesis proposal, and prepare a written report of the work in approved APA style. The senior thesis proposal shall be prepared and approved prior to enrolling in the Senior Thesis course (PSY 494). This proposal also may be prepared and approved while enrolled in any of the following courses: PSY 483-485, PSY 450, PSY 452, PSY 453, PSY 454, and PSY 487-489.

Section V

PSYCHOLOGY CAPSTONE COURSES

Oakland University requires that students have a capstone experience before they graduate. “The capstone experience is intended to create an explicit link between general education and the student's major or between general education components if the student takes a general education capstone instead of one in their major” (Oakland University, The Foundation for Success, General Education, n.d.)

At present, the Department of Psychology offers two types of capstone experiences, namely seminar courses and independent studies. Both types require instructor permission for enrollment. Professors usually ask that students meet certain criteria, as determined by the professor, before students are admitted into the course.

Seminar Courses

Seminar courses usually are taught in a style similar to that of a graduate level course. Students often are asked to read and critique theoretical and empirical research articles within a specific area of research. As such, not only do faculty ask that students complete PSY 250 and PSY 251, they also ask that students take the 200-level course within the domain and a 300-level writing intensive course as preparation. The following are seminar courses.

PSY 415 Seminar in Basic Psychological Processes
 PSY 425 Seminar in Developmental Psychology
 PSY 435 Seminar in Social Psychology
 PSY 445 Seminar in Individual Differences and Personality Psychology
 PSY 450 Research Methodology: Basic Psychological Processes
 PSY 452 Research Methodology: Developmental
 PSY 453 Research Methodology: Social
 PSY 454 Research Methodology: Individual Differences & Personality
 PSY 460 Senior Seminar in Psychological Science

Independent Studies

Independent Studies are a one-to-one opportunity for students work with a professor in a field experience or on an extensive APA-style research paper (See Section IV). To enroll in such an experience, you, the student will need to identify a professor who is willing to sponsor you in your project. Professors usually prefer to work with students who have similar interests and have completed core methods courses and at least one or two writing intensive courses. The following are independent study options that also satisfy the general education requirement.

PSY 399 Field Experience in Psychology
 PSY 483-485 Readings and Research Projects
 PSY 494 Honors Independent Studies

Section VI**HONORS IN PSYCHOLOGY**

Honors in psychology will be given to those psychology majors who meet the following criteria:

1. Achieved a GPA of 3.5 or higher in psychology courses.
2. Have taken at least six (6) psychology courses at Oakland University.
3. Have taken PSY 251 (Statistics) and a 450-454 level experimental course or
4. Done honors level work resulting in a tangible product in PSY 494, ***Honors Independent Studies*** OR in PSY 487-489, ***Research Apprenticeship*** OR in PSY 483-485, ***Readings and Research Projects***, under the supervision of a member of the department.

Prerequisites for honors project are : (a) 3.5 GPA or higher in psychology courses taken, (b) PSY 251 or equivalent, and (c) two 300 level psychology courses or above.

Students completing all requirements for Departmental Honors **must** also complete an application for departmental honors form. These application forms can be obtained in Room 111 of Pryale Hall, the departmental website, or from the chief advisor.

Section VII

PSYCHOLOGY FACULTY and [Their area of teaching and research]

Full Time Faculty

Hansen, Randal D. PhD, University of Connecticut. [Social Psychology; Social Cognition; Emotion]

Kozak, Andrea T. PhD, Western Michigan University [Clinical Psychology; Health promotion, Obesity]

Lewis, Mary B. PhD, Ohio State University. [Developmental Psychology: Parent-adolescent relationships; adolescent prosocial behavior; attachment]

Lombardo, Sylvie A. PhD, Wayne State University [Clinical/Community Psychology, decision making in risky-sexual behavior in youth]

McGinnis, Debra Q. PhD, University of Southern California [Cognitive Aging, Language and Aging, Personal Epistemology]

Purdie, Michele PhD, Wayne State University [Social and Health Psychology: Alcohol use and Sexual Assault Perpetration, Victimization]

Pickett, Scott, PhD, Northern Illinois University [Clinical Psychology, Emotional Avoidance, Sleep Disruption and processing traumatic emotional memories]

Purcell, Dean G. PhD, University of Toronto. [Perceptual Processes, facial emotional content on speed of responding]

Raman, Lakshmi PhD, Ohio State University [Cognitive Development, child and adult theories of health and nutrition]

Shackelford, Todd K. PhD, University of Texas Austin [Evolutionary Psychology, human sexual psychology]

Sifonis, Cynthia M. PhD, Texas A&M University [Cognitive Psychology, category representation and category use, creativity, analogy]

Stewart, Robert B., Jr. PhD, Pennsylvania State University. [Developmental Psychology; Human Development and Family Studies; Family Development; Sibling Relations; Attachment]

Taku, Kanako PhD, Nagoya University, Japan [Clinical Psychology, Post-traumatic Growth, Cross Cultural Psychology]

Vonk, Jennifer PhD, York University [Cognitive/Comparative Psychology, Evolutionary Psychology]

Williams, Keith PhD, University of Michigan [Biopsychology, behavioral and biological components that modulate drug-taking behavior and addiction]

Zeigler-Hill, Virgil PhD, University of Oklahoma [Social Psychology, Self-esteem, Narcissism]