

## Psychology

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**Departmental Mission Statement:** The Department of Psychology seeks for its students an understanding of the place of psychology within the liberal arts canon; the attainment of broad knowledge of the field and specific knowledge within areas that comprise the field itself; and the development of the analytical, logical, and organizational skills necessary to conduct good research in our field. Specifically, throughout the course of their education in psychology we expect students to develop the ability to successfully meet the following educational objectives:

- assess the published literature in domains of psychology
- articulate the seminal theories and findings of the field
- understand the complexity of causal relations in behavior
- apply knowledge of the field to contemporary issues
- use statistics to test hypotheses within and area
- relate the field of psychology to other sciences
- propose, conduct, report, and defend independently designed ethical research
- sustain an individualized intellectual curiosity about the field

**Communicating Plus - Psychology:** Psychology majors address the four Communicating Plus skills areas—written and oral communication, problem-solving, and critical thinking—throughout the major. In early classes, students study how psychologists frame, solve, and express their answers to problems. They begin to collaborate in solving problems and designing research. Students in 200-level classes develop tools to evaluate, discuss, and write about theory and research, and they learn to do several styles of background research. In 300+ level courses, students refine their methodological and laboratory skills and develop their communication skills through oral reports and research papers. Senior level students complete a capstone research project. They collaborate in planning research; conduct it and report it, orally and on paper; and critique others work. Seniors also critically analyze controversial texts and evaluate them through discussion and papers. The capstone project allows faculty to evaluate students' understanding of psychology as a discipline and competence in the Communicating Plus skills areas.

**Requirements for a major in psychology:** PSC 110, 211 and 212, 423, 424 and at least four other psychology courses selected from the following: classes numbered above 200, two of which must be selected from 310, 313, 324, 328, 339, and 342, and each of which must carry a minimum of four credits or receive the approval of the departmental chair. All courses in the department may be counted toward the psychology major, provided they are consistent with the requirements specified above. The grades received in all psychology courses will be used in the determination of departmental honors.

PSC 110 and PSC 211 and 212 or the consent of both the instructor and chair of the department are prerequisite for all courses numbered above 300. Consult course descriptions for prerequisites for classes numbered in the 200s. Seniors majoring in psychology are expected to present at the annual Research and Scholarship Symposium.

**Requirements for a minor in psychology:** Eighteen credits in psychology beyond

PSC 110, all approved by the department chair. Each class contributing to the minor must carry a minimum of two credits.

**Requirements for a teaching major in psychology:** Thirty-seven credits in psychology including PSC 110, 211 and 212, 232, 423 and 424; two of the following: 221, 224, 234, 235, 242; two of the following: 310, 313, 324, 328, 339, 342.

**Requirements for a teaching minor in psychology:** PSC 110, 211 and 212; three courses chosen from the following (one of which must be 313): 224, 234, 235, 242, 313, 339, and 342.

**Broad Field Social Studies Teacher Licensure Options Early Adolescence/Adolescence (Grades 6-12):** Students seeking licensure at the levels in the social science disciplines (economics, history, politics and government, psychology, and sociology) may choose one of the options listed below to add endorsements in fields outside their major. Students may complete a minor in a discipline outside the social sciences or the broad field licensure program outlined below. Broad field licensure prepares teachers to teach in general social studies classes in grades 6-9. They will also be licensed to teach the specific discipline of their two concentrations at the high school level. Given the very difficult job market for social studies teachers, students should consider one of these options to strengthen their employment options.

**Option 1 – Major/Minor Program:** The first option open to student majoring in a social studies discipline is to complete a minor in another social studies discipline or a subject outside the social sciences. Recent examples of programs designed on this model are a history major with an English minor and a politics and government major with an English minor. In this case, the student would student teach and be fully licensed to teach both subjects.

**Option 2 – Social Studies Major with Broad Field Social Studies Licensure:** As part of their program of study, students must complete the following:

1. A major in a social science discipline,
2. Concentrations, as defined in the chart below, in two other social science disciplines, only one of which may be in history,

<b>Economics</b> ECO 211 and 212 One 300-level course other than 313	<b>US History</b> 2 of the following 5 history classes: 241, 242, 262, 263, or 264 One 300-level course	<b>World History</b> HIS 281 and 282 2 area studies courses, one at the 200-level, one at the 300-level, selected with a history advisor
<b>Politics and Government</b> POL 112, 220 One 300-level course	<b>Psychology</b> PSY 110 Two 200-level topics courses	<b>Sociology</b> SOC 110 One 200-level course One 300-level course

3. At least one course in each of the following disciplines: economics, history, politics and government, psychology, and sociology.

4. One of the courses that address geography as a factor that influences human interactions and society from the following list: HIS 281, HIS 282, ECO 332 or 361, or POL 112. This course may also count toward fulfillment of criteria 1-3.

Students are encouraged to extend the breadth of their social science background by also taking courses in anthropology, global studies, Latin American and Caribbean studies, and religion.

**110. General Psychology****Staff**

Four credits.

An introductory course which considers principles, methods, theories, and problems of psychology. Among the topics considered are perception, learning, human development, personality, psychopathology, thought processes, social determinants of behavior, and the physiological basis of behavior. Class includes occasional laboratory demonstrations and independently designed student projects.

**116. Advanced Tutorial****Staff**

Variable credit course, 1-3 credits.

An opportunity for students to perform independent work on a topic of interest under the supervision of a faculty member. Counts toward the maximum number of credits allowed for independent study. *Prerequisite: consent of the department chair and the faculty tutor.*

**200. Practicum in Counseling/Clinical Psychology****Hatcher**

Variable credit course, 1-2 credits.

Students will participate in on-site experiences relevant to Clinical/Counseling Psychology. Weekly logs and a final paper are required. Repeatable to a maximum total of four credits. Grading is S-U. *Pre- or co-requisites: PSC 110 and consent of instructor.*

**211, 212. Research Design and Statistics****Staff**

Four credits each semester.

A two-semester sequence which integrates methods of data description and statistical inference with methods of designing and conducting valid and reliable research projects ranging from naturalistic observations to experiments. Lectures and laboratory. An independently designed experiment is conducted and reported each semester. Completion of PSC 211 is expected prior to enrollment in PSC 212. *Prerequisite: PSC 110.*

**221. Psychopathology****Petersik**

Four credits.

Description and analysis of causative factors (both psychological and biological), symptoms, and therapeutic measures taken with respect to various patterns of deviant behavior. Students learn to diagnose by examining and discussing published cases. *Prerequisite: PSC 110.*

**223. Psychology of the Media****Petersik**

Four credits.

Examines the ways in which exposure to popular media negatively and positively affect the thoughts, moods, and behaviors of people. Through lecture, literature review, and discussion, students consider both whether and how the media play a significant role in psychological development. Specific topics include: advertising and materialism, the importance of leisure and entertainment in 21st century culture, violence in the media, changes in family life, television's influence on brain development, and benefits of critical media use. Readings, content analyses, and class presentations are among the course requirements. *Prerequisite: PSC 110.*

**224. Theories of Personality and Counseling****Hatcher**

Four credits.

This course examines the major theories of personality and, where possible, the counseling traditions associated with them. Major theories covered include biological, Freudian and neo-Freudian, behavioral and cognitive-behavioral, and humanistic. Therapeutic approaches arising from these views are examined with the help of class role-play and video resources. The interaction between culture and personality are also explored. *Prerequisite: PSC 110.*

**232. History and Systems of Psychology****Petersik**

Four credits.

A survey of Western psychology from its origins in Greek philosophy and biology to the present. The more significant movements, schools, and systems within psychology are considered and their interrelationships discussed. *Prerequisite: PSC 110.*

**234. Infant Development****Kovack-Lesh**

Four credits.

This course explores development in the first two years of life. Topics such as prenatal development, early perceptual and cognitive development, development of emotional expression and recognition, and early development of social bonds and interactions are examined. Emphasis is placed on theories of infant development and the validity of research evidence. The course format included lectures and discussions. *Prerequisite: PSC 110.*

**235. Child Development****Kovack-Lesh**

Four credits.

A survey of research and theoretical literature dealing with the development of the human organism from conception to the onset of adolescence. Emphasis is placed on physical, motor, perceptual, language, cognitive, personality, and social development. *Prerequisite: PSC 110.*

**242. Adolescence****Kovack-Lesh**

Four credits.

Developmental processes associated with the period of adolescence. Emphasis is placed on physical, cognitive, personality, and social changes. *Prerequisite: PSC 110.*

**251. Ethology of Killer Whales: Introduction****Otis**

One credit.

The ethological study of killer whales in the waters around Vancouver Island. While focus is on the whales' behavior, the broader principles of animal behavior study, ecological threats, and the ethics of captivity are also examined. *Prerequisites: PSC 110 and consent of the instructor.*

**252. Ethology of Killer Whales: Field Experience****Otis**

Three credits. An In Focus (formerly Maymester) course.

The behavior of killer whales that regularly forage the waters around San Juan Island (WA) is the focus of this course. Attention will be paid to those factors that may pose a threat to their existence, including food supply, boats, pollution, captivity, and whale watching. Field trip to the island, includes observations of whales in both the wild and in captivity and talks by researchers will supplement individual research projects. Extra cost. *Prerequisites: PSC 251 and consent of the instructor.*

**300. Departmental Studies****Staff**

Variable credit course, 1-4 credits each semester. Offered on demand.

Special subjects in psychology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses. *Prerequisites: PSC 110 and consent of the instructor.*

**310. Advanced Clinical/Counseling Psychology** **Hatcher**

Four credits.

Provides an in-depth look into aspects of Clinical and Counseling Psychology. Included in the class will be readings and lectures concerning the understanding and treatment of severe mental illnesses, the place of tests and measurements in their diagnosis, and the present state of the field. The course is designed for those who are considering applying for graduate study in this area. Labs will include outside experiences in clinical settings. *Prerequisites: PSC 110, 211 and 212, 221, and 224.*

**313. Social Psychology** **Hatcher**

Four credits.

The manner in which the individual is influenced by others. Major topics include conformity, attitudes, pro-social behavior, and aggression. Lectures and laboratory. *Prerequisites: PSC 110, 211 and 212.*

**324. Physiological Psychology** **Petersik**

Five credits.

The biochemical and physiological processes which underlie the behavior of organisms. The basis of perceptual and motor functions, learning, neurological disorders, language, sleep, pleasure, and hunger are among the topics discussed. Laboratory projects include dissection of an animal brain and administration of a neuropsychological test. Lectures and laboratory. *Prerequisites: PSC 110, 211 and 212.*

**328. Sensation and Perception** **Petersik**

Four credits. Offered in 2015-16 and alternate years.

An examination of the means by which organisms come to represent their environments perceptually. Topics include sensory systems, perceptual coding, perceptual illusions, tests for visual and auditory disabilities, and perceptual development. Laboratories include direct investigation of perceptual phenomena. *Prerequisites: PSC 110, 211 and 212.*

**339. Cognitive Processes** **Kovack-Lesh**

Four credits.

An examination of the bases of human thought. Topics include attention, varieties of memory, concept formation, executive processes, problem solving, decision making, and language. Lectures and laboratory. *Prerequisites: PSC 110, 211 and 212.*

**342. Cognitive Neuroscience** **Petersik**

Four credits. Offered in 2014-15 and alternate years.

An introduction to the theories, methods, and findings of the interdisciplinary field known as cognitive neuroscience. Both behavioral research and studies of brain activity informs topics such as selective attention, language, cerebral lateralization, perceptual functions, motor control, executive functions' and consciousness. Laboratories will focus on cognitive and perceptual processes. Lectures and laboratory. *Prerequisites: PSC 110, 211 and 212.*

**401. Teaching of Psychology** **Staff**

Two credits.

An introduction to the teaching of psychology in high school. Focus will be on the development of useful pedagogical tools for the teaching of psychological principles in the classroom. A syllabus will be developed and, when possible, the student will give lectures in a high school class. *Prerequisite: consent of the instructor.*

**423. Research Seminar****Petersik**

Four credits.

Reading, discussion, and experimental investigation of various topics in psychology at an advanced level. Each student prepares a research proposal and reviews the proposals of other students. The investigation is conducted independently and reported at a symposium held at the end of the semester. *Prerequisites: PSC 110, 211 and 212, and senior standing.*

**424. Senior Studies****Staff**

Four credits.

A consideration in some depth of one or more problem areas of psychology. This course typically requires the reading of several original works by major figures of the past, as well as by contemporary psychologists. *Prerequisites: PSC 110, 211 and 212 and senior standing.*

**430. Internship in Psychology****Staff**

Variable credit course, 1-3 credits.

Applications of psychology in the field. Together with an academic supervisor and the Director of Career Planning and Placement, the student arranges either a position observing and assisting a professional in the field of psychology or counseling or a volunteer position in a relevant office or agency. The internship culminates in a paper and presentation. Enrollment is limited to junior and senior psychology majors. Repeatable to a maximum total of four credits. Grading is S-U. *Prerequisites: PSC 110, 211 and 212.*

**435. Field Studies in Child Development****Kovack-Lesh**

Variable credit course, 1-2 credits.

Organization and execution of observational studies of children in a variety of non-laboratory settings, including day care centers. Focus will be on the use of field research methods to study principles of child development, including language, emotional, cognitive, social and moral development. Students will meet regularly with the instructor. *Prerequisites: PSC 110, 235 and consent of the instructor.*

**541, 542. Independent Study****Staff**

Variable credit course, 1-4 credits each semester.

Experimental investigations of an original nature performed in consultation with the instructor. The experiments are reported in formally prepared papers. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. *Prerequisites: PSC 110, 211 and 212, junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.*

**Religion***Professor Brian H. Smith (Chair);**Assistant Professor of Religion and Pieper Chair in Servant Leadership David William Scott;**Adjunct Professor David F. Brusin*

**Departmental Mission Statement:** Students in the Department of Religion engage some of the major religious and moral traditions of the world so that as educated adults they understand the origins and development of human spiritual heritages and as responsible citizens better relate to the multi-religious dimensions of the contemporary world.