

# Psychology - ADEP Program

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## Bachelor of Arts in Psychology

36 credits minimum; 24 credits upper division. 2.0 minimum GPA.

PSYC 200	General Psychology	4
PSYC 222	Abnormal Psychology	4
PSYC 312	Research Design and Statistics I	4
PSYC 313	Research Design and Statistics II	4
PSYC 331	Physiological Psychology	4
Select one of the following:		4
PSYC 304	Child and Adolescent Development	
PSYC 305	Adult Development and Aging	
PSYC 325	Theories of Personality	
PSYC 401	Social Psychology	
Select one of the following:		4
PSYC 315	Principles of Learning and Memory	
PSYC 321	Human Cognition	
PSYC 340	History and Systems of Psychology	
PSYC 416	Social Learning Theory: Research and Application	
Select one of the following:		4
PSYC 430	Applied Psychology Practicum	
PSYC 435	Introduction to Counseling and Psychotherapy	
PSYC 494	Clinical Practicum	
Additional Psychology Credits		4
Total Hours		36

## Minor in Psychology

19 credits minimum; 12 credits upper division. 2.0 minimum GPA.

PSYC 200	General Psychology	4
Psychology Electives (12 credits must be upper division)		15
Total Hours		19

## Courses

### Lower Division

#### **PSYC 200. General Psychology. (4).**

Covers the concepts and principles pertinent to psychological processes as social behavior, development, perception, thinking and symbolic processes, physiology, personality and psychological disorders. Introduces students to the empirical foundation of the discipline of psychology. Prerequisite to all courses in psychology except PSYC 203, PSYC 207 and PSYC 215.

#### **PSYC 203. Understanding Emotion. (4).**

This course provides an introduction to the study of emotions. Themes covered include the biological basis of emotions, individual differences in emotionality, emotions in social relationships, cultural understanding of emotions, emotions and psychopathology, and Ganzheitspsychologie. Emphasis on research methodology and ethics is also covered.

**PSYC 207. Mentor Leadership. (1).**

The Peer Advisor component of the first year of transfer student experience represents an ideal opportunity to positively influence undergraduate students' academics and personal success. Peer Advisors impact student development by supporting the acquisition and application of academic strategies, creating familiarity with campus resources and their appropriate use, and creating a sense of community at CLU in the first year. This important role can also be defined as a mentor. This course is designed to teach Peer Advisors the skills necessary to become mentors, and provides them with information and opportunities to help new students with their transition to college. We will examine various theories, and style types while honing in on leadership styles that are often found in mentors.

**PSYC 215. Perspectives on Women and Men. (4).**

An examination of current sociological and psychological theory and research on the causes and consequence of sex role expectations to individuals, society and the relationship between men and women.

**PSYC 222. Abnormal Psychology. (4).**

A survey and critique of traditional diagnostic categories of mental illness, plus an introduction to treatment approaches based on psychoanalytic, behavioral and humanistic models.

**PSYC 282. Selected Topics. (1-4).**

## Upper Division

**PSYC 304. Child and Adolescent Development. (4).**

Study of theories and principles pertaining to the developmental characteristics of children and adolescents in terms of the physical, mental, emotional and social development of the individual. Meets the gender/ethnic studies requirement.

**PSYC 305. Adult Development and Aging. (4).**

Study of theories and principles pertaining to the developmental characteristics of adults, including the aged, in terms of the physical, mental, emotional and social development of the individual. Meets the gender/ethnic studies requirement.

**PSYC 311L. Statistics Lab. (1).**

An introduction to computer applications for statistics, emphasizing data analysis and problem solving with contemporary statistical software programs. Corequisite: Psyc 311 (must be taken simultaneously).

**PSYC 312. Research Design and Statistics I. (4).**

Research Design and Statistics I is the first of a two course sequence in Psychology designed to prepare undergraduate psychology majors to develop the knowledge and skills needed to design, implement and analyze psychological research. Students will develop knowledge about ethical issues related to psychological research. Students will develop skill in critical reading and analyzing peer reviewed published research. This course will also introduce students to a variety of research designs and statistical analyses including qualitative, descriptive and correlation methodologies. (Prerequisite: MATH 115 or MATH 151 or equivalent).

**PSYC 313. Research Design and Statistics II. (4).**

Research Design and Statistics II is the second course in a two course sequence designed to assist undergraduate psychology majors in developing the knowledge and skills needed to design, implement and analyze psychological research. Building on the skills learned in PSYC 312, students will continue to develop knowledge about psychological research with a focus on experimental designs, quasi-experimental designs and inferential statistics. Students are required to design and implement an original research project using an experimental design. This course is a writing intensive course (Prerequisite: PSYC 312).

**PSYC 315. Principles of Learning and Memory. (4).**

An overview of the major principles of learning and memory. Includes Pavlovian and instrumental conditioning as well as verbal learning and memory. Includes an examination of topical issues and areas of research in learning theory.

**PSYC 317. Cultural Psychology. (4).**

This course provides a systematic overview of knowledge about cultural organization of human psychological functions, and how psychology as a research discipline can study these functions. Strong theoretical and methodological orientation is included.

**PSYC 321. Human Cognition. (4).**

Examines perception, attention, memory, language and problem solving. In addition to studying research and theory, students experience and observe cognitive processes in computer labs and class demonstrations. Cognitive deficits and rehabilitation are discussed in each topic area.

**PSYC 325. Theories of Personality. (4).**

The analysis of the theories of personality in terms of structure, dynamics and development. Biological, social and cultural determination of personality are considered, as well as characteristic research and research methods.

**PSYC 330. Psychological Assessment. (4).**

Studies the principles and practices of group and individual testing in the fields of intelligence, aptitude, achievement, personality and vocational interest. Includes an introduction to the MMPI-2 and Wechsler tests and projective techniques.

**PSYC 331. Physiological Psychology. (4).**

Studies the physiological aspects of human behavior, with special emphasis on neurological structure and functions as related to sensation, perception and psychopathology.

**PSYC 340. History and Systems of Psychology. (4).**

An overview of the historical foundations of contemporary psychology, including an examination of major systems of thought and theoretical applications of each in the areas of sensation, perception, learning, motivation, emotion, personality and social behavior.

**PSYC 341. Criminal Psychology. (4).**

Students examine theory, research, law and case studies to gain an understanding of the behavior of violent offenders. Research into biological, psychological and social causes is examined and evaluated. Additional topics include the role of the forensic psychologist, the science of profiling, and the definitions and use of the insanity defense. (cross-listed with CRIM 341).

**PSYC 345. Health Psychology. (4).**

Examines the use of behavior therapy procedures in relation to the prevention and treatment of various disorders such as chronic pain, cancer, hypertension, alcoholism, smoking and eating disorders. The use of psychological issues and treatment procedures as they relate to etiology and maintenance of these disorders is emphasized and specialized areas such as clinical behavioral pediatrics, type A behavior and terminal illness are discussed.

**PSYC 401. Social Psychology. (4).**

Studies the influence of personal, group and social systems on individual attitudes and behavior. Includes socialization, social perception, attraction, aggression, prejudice, conformity, altruism and related topics, as well as the discussion of theories, methods and contemporary research.

**PSYC 412. Advanced Research Design and Statistics. (4).**

Advanced Research Design and Statistics is a required course for undergraduate psychology majors seeking a bachelor of science degree in psychology. This course is designed to provide students with an opportunity to build on their knowledge of correlational and experimental research methodologies and basic approaches to statistical analyses. Taught as a seminar course, students will be required to design and implement an original research project which utilizes a mixed methodological approach. In addition, students will be introduced to the theoretical underpinnings of advanced statistical analyses (Prerequisite: PSYC 313).

**PSYC 416. Social Learning Theory: Research and Application. (4).**

Covers the basic principles and procedures of behavior modification and learning theory as they apply to areas such as child and classroom management, behavioral self-change projects, medical psychology, developmental disabilities and mental health settings. Students read current literature in behavior analysis related to the etiology and treatment of addictive behavior disorders, health psychology, anxiety disorders and behavioral disorders.

**PSYC 422. Child Psychopathology. (4).**

This course is designed to give students an introduction to abnormal child psychology. We will study the major disorders typically diagnosed in childhood, including the DSM-IV-TR diagnostic criteria, the current information on the etiology of the disorders, as well as the current research on the most effective assessment and treatment for these disorders.

**PSYC 430. Applied Psychology Practicum. (4).**

Involves the application of psychological principles to personal and social problems of everyday life. Topics include positive psychology, the nature of personality, problem solving, stress, psychological disorders, career development and intimate relationships. Theory is integrated with practical application. Students conduct and present an individual experiment or project.

**PSYC 435. Introduction to Counseling and Psychotherapy. (4).**

An introduction to the theories, problems and techniques of counseling and therapy. Prerequisites: PSYC 222 and PSYC 325.

**PSYC 447. Theories & Practice of Leadership. (4).**

Examines leadership from theoretical, historical and practical perspectives. Includes topics of trait, behavioral and contingency theories; the influence process; management vs. leadership, leadership and followership. Survey of leadership theory and research; characteristics of leaders, theories of leadership origins and psychological and social correlates. Interaction of personal and organizational factors in determining leadership effectiveness. (ADEP only).

**PSYC 450. Sensation and Perception. (4).**

Introduction to the basic sensory and perceptual processes of humans with an emphasis on vision and audition.

**PSYC 482. Selected Topic. (4).**

**PSYC 490. Independent Study. (1-4).**

**PSYC 492. Internship. (1-4).**  
(graded P/NC only).

**PSYC 493. Applied Behavior Analysis: a Clinical Practicum. (4).**

The purpose of this course is to help each student acquire outstanding research and clinical skills within the field of applied behavior analysis. Specifically, each student will (a) fully develop an individual area of expertise related to child behavior disorders within the developmentally disabled population; (b) write a scholarly research paper directly related to the student's assigned area of expertise; and (c) learn skills related to conduction of an in-home behavioral analysis with a caseload of assigned families within the Ventura County area. Students will also learn a comprehensive set of skills related to performing an in-depth review of the literature using innovative Internet research strategies. Prerequisite: PSYC 416.

**PSYC 494/494A. Clinical Practicum. (4,4).**

This course has two components - a weekly seminar in a clinical setting and six hours per week in a field placement working with mentally ill or developmentally disabled patients. Students participate on an interdisciplinary treatment team and, under the supervision of the clinical staff, are taught to implement and evaluate behaviorally based clinical interventions with selected patients. Prerequisite: PSYC 222. Recommended: PSYC 416.

**PSYC 494B. Clinical Practicum. (4).**

This course has two components - a weekly seminar in a clinical setting and six hours per week in a field placement working with mentally ill or developmentally disabled patients. Students participate on an interdisciplinary treatment team and, under the supervision of the clinical staff, are taught to implement and evaluate behaviorally based clinical interventions with selected patients. Prerequisite: PSYC 222. Recommended: PSYC 416.

**PSYC 495. Research Practicum (capstone). (4).**

This course offers students the opportunity to work on a major research project or to design and carry out their own research study. Students gain a working knowledge of all aspects of research, which include planning and design of studies, project coordination, administration of measures and data management. Prerequisites: PSYC 312 and PSYC 313; 3.4 Psychology GPA; 16 upper division units in Psychology.

**PSYC 497. Departmental Honors. (4).**