
PSYCHOLOGY

Professor: Tim Beyer, *Chair*; David Moore; Sarah Moore (on leave 2020-2021); Mark Reinitz; Carolyn Weisz; Lisa Fortlouis Wood

Associate Professor: David Andresen; Erin Colbert-White; Jill Nealey-Moore (on leave 2020-2021)

Assistant Professor: Melvin Rouse (on leave spring 2021)

Visiting Assistant Professor: Cynthia Clark

About the Department

Psychology is the study of human and non-human animal thought and behavior. A current assessment of the field of psychology recognizes its application within a wide variety of professions including business, education, law, physical and occupational therapy, medicine, and clinical practice. While acknowledging this breadth of application, the academic discipline of psychology remains strongly wedded to scientific investigation as the fundamental underpinning of psychology and its effective application. Thus, a solid foundation in psychology hinges on an empirically-based understanding of human and non-human animal thought, experience, and behavior. Psychology also has roots in the rational self-reflective capacities of the human mind, in the search for meaning within experience, and in a humanistic concern for others. A comprehensive understanding of the field requires research training, critical analysis of psychological theories and research, and the ethical application of scientific knowledge.

The psychology faculty and curriculum represent many of the major subdisciplines in psychology (e.g., development, clinical, cognition, learning, sensation, perception, biopsychology, personality, social, and industrial-organizational). Lower division courses geared toward majors and non-majors introduce students to psychological theories and ways of knowing within broad content areas. Within the major, students progress through a series of methods, statistics, and laboratory courses and take upper division elective courses to explore selected topics in greater depth. Seminars and independent study courses provide opportunities for students to approach contemporary issues in psychology and to develop the skills of scholarship at a more sophisticated level. Cocurricular opportunities including colloquia, internships, psychology club activities, and faculty-supervised research enhance the major for interested students.

The curriculum in the Department of Psychology meets many of the broad educational goals of the university. It provides opportunities for students to strengthen both the quantitative and verbal aspects of logical thinking and critical analysis. Students develop their written and oral communication skills, consider connections between psychology and other disciplines, and apply psychological concepts to practical problems. Topics within psychology frequently reach students at a personal level, providing the motivation for both intellectual and personal development. Thus, education in psychology helps students appreciate their role within the broader contexts of community, culture, and the world.

Students with a major in Psychology develop

- both a breadth and depth in their understanding of the content of psychology**, including familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends within the academic field;
- an ability to think scientifically**, including the capacity to construct arguments, analyze and interpret data, reading and critique different forms of scientific writing, and evaluate ethical issues and scientific standards;
- an ability to express ideas effectively, both orally and in writing**, within the discourse of the discipline;

- an appreciation for and understanding of multiple perspectives**, including socio-cultural and individual differences, as well as interdisciplinary and sub-disciplinary connections among different ways of knowing and across basic and applied approaches to the social and natural sciences; and
- characteristics valuable for personal development and effective civic engagement**, including the abilities to think critically, to work independently as well as collaboratively, to solve problems effectively, to act ethically, and to apply academic knowledge to real-world problems.

General Requirements for the Major

General university degree requirements stipulate that 1) at least four units of the major be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major; and 3) all courses taken for a major must be taken for graded credit. Any exceptions to these stipulations are indicated in the major degree requirements listed below.

Requirements for the Major

- Completion of ten units in Psychology.
- Satisfactory completion of cognate requirement: BIOL 101, 102, or 111.
Note: this cognate requirement is in addition to the ten units in psychology. BIOL 111 is strongly recommended for students with an interest in biological psychology or neuroscience.
- Satisfactory completion of PSYC 101 (Introductory Psychology). Students with a strong psychology background may petition the department to take an elective instead of PSYC 101.
Note: Psychology majors must earn a grade of "C" or better in PSYC 101 (or its equivalent course) in order to enroll in PSYC 201.
- Satisfactory completion of both PSYC 201 and PSYC 301 (Applied Statistics & Research Methods I, II).
Note: Psychology majors must earn a grade of "C" or better in PSYC 101 (or its equivalent course) in order to enroll in PSYC 201.
Note: Students must be a declared Psychology major to enroll in PSYC 201. MATH 160 is a prerequisite course for PSYC 201.
Note: The prerequisite for PSYC 301 is completion of PSYC 201 with a grade of "C" or better or permission of instructor.
- Satisfactory completion of two of four laboratory courses: PSYC 310, 311, 312, or 313.
Note: All laboratory courses have PSYC 201 as a prerequisite. PSYC 312 also requires PSYC 301 or permission of instructor. PSYC 311 students participate in laboratories involving live animals.
- Satisfactory completion of PSYC 401 (Psychology Senior Capstone Seminar).
- Satisfactory completion of four psychology elective courses from the foundation, supporting, or advanced & independent categories.
 - At least two of the four courses must be from the foundations category at any level.
 - At least two of the four courses must be at the 300/400 level.
Note: Foundation electives are PSYC courses numbered between 220-239 and 320-339. Psychology course numbers for the supporting elective category are as follows: Supporting elective courses (240-269 and 340-369); supporting elective seminars (370-379); and advanced and independent courses (490-499).
Note: Seminars in Scholarly Inquiry cannot be used to fulfill major requirements.

Note: Psychology majors may not use PSYC 225 to fulfill the Social Scientific Approaches core requirement.

Note: PSYC 370 may only be counted once toward the major.

8. Psychology majors must satisfy university core requirements other than First-Year Seminars outside of the Psychology department.

The Psychology Department does not offer a Minor in Psychology.

Non-majors who are interested in psychology and who would like guidance in selecting courses are encouraged to speak to any member of the department. For students interested in a concentration in psychology, taking PSYC 201 is recommended, since this course is a prerequisite for 300-level psychology classes. Non-majors who are interested in applying to graduate school in psychology or a related field (such as neuroscience or special education) are strongly encouraged to speak with a psychology faculty member early on regarding their course selections.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 10.

Other courses offered by Psychology Department faculty. See *Connections in the Core Curriculum* section of this Bulletin for course descriptions.

CONN 320 Health and Medicine

Satisfies the Connections core requirement.

CONN 354 Hormones, Sex, Society, and Self

Satisfies the Connections core requirement.

CONN 357 Exploring Animal Minds

Satisfies the Connections core requirement.

STS 352 Memory in a Social Context

Satisfies the Connections core requirement.

101 Introduction to Psychology Humans are complex organisms, and psychology provides a rich, interdisciplinary understanding of the study of mental life, experience, and behavior. Through this course, students develop an appreciation for these complexities by focusing on individual and social behavior, as well as the physiological and neurological processes underlying them. Central to this course is an understanding of the diverse methods, experimental designs, foundational theories, and research used to inform the various subdisciplines in psychology. Topics frequently covered in this survey course include: research methods, sensation and perception, learning and memory, developmental, personality, abnormal, and social psychology. *Psychology majors must earn a grade of at least "C" in PSYC 101 in order to continue in the major. Offered each semester.*

201 Experimental Methodology and Applied Statistics I This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. To be taken during the sophomore or junior year. *Required course for the major. Prerequisite: must be a declared Psychology major before enrolling in PSYC 201 (or permission of instructor); must also complete PSYC 101 or equivalent with a grade of at least "C" and MATH 160 (or permission of instructor). Offered each semester.*

220 Developmental Psychology: Prenatal through Childhood This course focuses on the milestones of human development from conception through late childhood. It considers physical, cognitive, language, social, and emotional changes that occur during the first decade of life with special attention to various contexts of development. It addresses

major theories as well as current research and methodology that explain how and why developmental change occurs. Implications for child-rearing, education, and social policymaking are also examined. *Prerequisite: PSYC 101. Offered frequently.*

221 Developmental Psychology: Adolescence through the End of Life This course focuses on the development of individuals from adolescence through death. The domains of cognitive, physical, and psychosocial development are examined, with a particular emphasis on the multiple factors and contexts that influence development in each of these areas. Current theories and research are explored on a variety of topics relevant to adolescence and adulthood, including adolescent rebellion, identity development, midlife crisis, and caring for elderly parents. *Prerequisite: PSYC 101. Offered frequently.*

222 Lifespan Development This course considers human development from the beginning to the end of life. Students focus on the major biological, cognitive, and social changes that occur at each stage of development. Students examine the central questions, theoretical perspectives, research methods, and scientific findings that guide current understanding of human development. The course also emphasizes the ways in which individual development cannot be clearly understood without examining the social and cultural context in which individuals are embedded. The course satisfies a foundational category elective in Psychology. Students who receive credit for PSYC 222 may not receive credit for PSYC 220 or 221. Students who receive credit for PSYC 220 or 221 may not receive credit for PSYC 222. *Offered frequently.*

225 Social Psychology Social Psychology is a field that uses empirical methods, primarily experiments, to study the social nature of our behaviors, attitudes, perceptions, and emotions. This course is a survey of theory and research literature pertaining to the prediction of human behavior in social settings. Topics covered include research methodology, social perception, attitudes and attitude change, prejudice, aggression, attraction, helping, conformity, group behavior, and the application of findings to current social problems. *Satisfies the Social Scientific Approaches core requirement. (Note: Psychology majors cannot fulfill the Social Scientific Approaches core requirement with this course.) Offered frequently.*

230 Behavioral Neuroscience This course considers the contributions of the nervous system to the understanding of the behavior of humans and other animals. To this end, the course surveys the basic structure and function of the nervous system, the principle methods for its study, and how knowledge of it informs an understanding of such phenomena as sensation and perception, movement, sleep, emotion, learning and memory, language, and abnormal behavior. *Prerequisite: PSYC 101; it is suggested, but not required, that students have completed BIOL 101 or 111. Offered frequently.*

250 Human Sexuality Beginning with a brief study of the anatomy and physiology of the sexual and reproductive systems, the course progresses to the consideration of cultural heritages, including cross-cultural and sub-cultural variations. Consideration is given to the evolution of attitudes and behaviors across the life span, including the psychological foundations of the dysfunctions. *Prerequisite: PSYC 101. Offered occasionally.*

255 Industrial/Organizational Psychology This course focuses on the application of psychological theory and methods to work behavior in industry and social service organizations. Research on job satisfaction, work motivation, personnel selection and training, decision making, and group processes within organizations are considered. *Prerequisite: PSYC 101. Offered occasionally.*

265 Cross-Cultural Psychology This course considers the ways in which human culture and human psyche interact, with a specific focus on how human behavior varies across cultural contexts. Students review psychological research on culture, examine the theoretical and methodological foundations of cross-cultural research in psychology, and discuss the mounting evidence suggesting that many psychological processes are culture-specific and context-dependent. *Satisfies the Knowledge, Identity, and Power graduation requirement. Prerequisite: PSYC 101. Offered frequently.*

296 Career Preparation and Planning Workshops 0.25 activity unit This activity credit course for psychology majors teaches important skills associated with academic and co-curricular planning. Using a hands-on workshop approach, students will learn about and implement varied planning models in relation to short and long-term aspirations. In addition, each class member will practice specific strategies for exploring their interests and identifying relevant courses, internships, research opportunities, and summer employment. Presentations by faculty and guest speakers will provide varied perspectives on career options as well as the graduate school application process. As part of their coursework, students will complete an initial personal statement, tentative 5-year plan, and a curriculum vita. Furthermore, students will receive feedback from both their peers and various psychology faculty members on this coursework. *Prerequisite: PSYC 101, MATH 160 and sophomore or junior standing. Offered frequently.*

301 Experimental Methodology and Applied Statistics II This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. Required course for the major. *Prerequisite: Completion of PSYC 201 with a grade of C or higher or permission of the instructor. Offered each semester.*

310 Sensation, Perception, and Action This course considers the phenomena and methods of sensation, perception, and action in biological organisms. It focuses primarily on vision and audition, but with an emphasis on the general principles of how various forms of physical energy in the world are transduced and transformed to yield useful representations and purposeful behavior. Students wishing to facilitate a deeper understanding of the material may want to take PSYC 230, MATH 121, or PHYS 111/112 (or 121/122) prior to taking this course. Laboratory work is required. *Prerequisite: PSYC 201. Offered frequently.*

311 Learning and Behavior This course is concerned with the lawful relationships between the behavior of organisms and the natural world. The course explores the scientific principles that govern these relationships with particular emphasis upon environmental control of voluntary behavior. Note: The laboratory component of this course requires work with live animals; students must be able to commit one hour MTWF at the same time each day to feed and care for their assigned animal. *Prerequisite: PSYC 201 or permission of instructor. Offered frequently.*

312 Applied Psychological Measurement This course is an introduction to psychological testing and measurement. Students address the topics of test development, validation, and administration; survey commonly-used psychological measures; and discuss ethical, legal, social, and emotional impacts of decisions based on measures. In computer-based laboratories, students analyze test data with frequently-used statistical tests and procedures. *Prerequisite: PSYC 201 and PSYC 301 or permission of instructor. Offered frequently.*

313 Physiological Psychology This course focuses on the biological causes and effects of psychological phenomena such as memory, emo-

tion, attention, motor control, and perception. Students address these topics with an array of physiological methodologies such as measures of brain activity (e.g., EEG), muscle activity (e.g., EMG), heart rate, stress response (e.g., skin conductance), and eye tracking. Students learn the application of these methods including their strengths and weaknesses, as well as how to link psychological theories to physiological functions. Prior experience with basic neuroscience content such as in NRSC 201 or PSYC 230 is suggested. *Prerequisite: PSYC 201 or permission of instructor. Offered frequently.*

320 Psychological Disorders The major focus of this course is aberrant human behavior and the scientific basis for understanding its causes. Students learn the major approaches utilized today in diagnosis and treatment of these disorders including biological, psychoanalytic, cognitive, behavioral, humanistic, and community-systems models. *Prerequisite: PSYC 201, two previous psychology courses, or permission of instructor. Offered frequently.*

325 History and Systems of Psychology This course focuses on the development of psychology from its origins in philosophy to its establishment as a distinct experimental science. The class evaluates the contributions of philosophers and psychologists in terms of the political, cultural, social, and intellectual tenor of the times. Students gain historical sophistication and develop the ability to critically examine both historical and current issues in psychology. *Prerequisite: PSYC 201, two previous psychology courses, or permission of instructor. Offered occasionally.*

330 Theories of Personality This course is designed to provide students with an understanding of several theoretical models of the determinants of human behavior. Taking an historical perspective, students learn about psychoanalysis, behaviorism, humanism, and other models of personality. A comparative approach is stressed with an emphasis on structural criticism of each theory and its philosophical underpinnings. *Prerequisite: two previous psychology courses at the college level, or permission of instructor. Offered frequently.*

335 Cognitive Psychology This course is concerned with how humans learn, think, reason, and solve problems. It addresses the ways in which humans input, encode, transform, store, retrieve, and output information. The course presents major concepts, methods, research findings, and controversies concerning human cognition and examines topics such as autobiographical memory, expertise and creativity, problem solving, cognition and aging, and dementia. *Prerequisite: PSYC 201, two previous psychology courses or permission of the instructor. Offered frequently.*

345 Psychology of Health and Well-Being What does it mean to be healthy, and how do we promote health and maintain it? What factors disrupt or undermine our health? What is well-being, and how might it be distinct from health? What contexts or environments cultivate health and well-being, versus illness and suffering? Interweaving foundational and current research in health psychology, with findings from positive psychology that promote human thriving, this course aims to: explore factors that underlie our health habits and lifestyles; understand the role of stress, emotions, outlook and behavior in illness development; examine the intrapersonal, social/cultural, relational, institutional and societal contexts which promote health and wellbeing; and interrogate popular and scientific sources in order to tease apart platitudes from methods for meaningful change. Students master concepts from the empirical literature, synthesize information from medicine, public health, social psychology, personality, organizational scholarship, neuropsychology, health psychology and positive psychology, and engage in experiential learning that requires

application of empirically-based findings to targets of self-change and change in local communities or organizations. *Prerequisite: Psychology 101; Psychology 201 or permission of instructor. Offered occasionally.*

350 Developmental Psychopathology Mental health disorders among children and adolescents are pervasive. Youth violence is a serious social problem. This course examines the etiology, diagnosis, and treatment of mental health problems of children and adolescents based on the empirical literature. *Prerequisite: PSYC 201 and PSYC 320, or permission of instructor. PSYC 220 strongly recommended. Offered occasionally.*

351 Language Development This course explores how children learn language with seeming ease by examining classic and contemporary theories of language acquisition. The focus is on all areas of language (phonology, semantics, syntax, morphology, and pragmatics) and their typical developmental sequence. Special topics, such as language development disorders, critical/sensitive period hypothesis, bilingualism, bidialectalism, pidgins and creoles, and animal communication systems are covered. When possible, language data from languages other than English are presented. *Prerequisite: PSYC 201, two previous psychology courses or permission of instructor. Offered frequently.*

356 Fundamentals of Neuropsychology Neuropsychology is the study of how the systems of the brain work together to support thought and behavior. Neuropsychologists often infer the function of a particular brain region by assessing the type of dysfunction expressed after damage to that brain area following a stroke or head trauma. In this course, students learn basic neuroanatomy, clinical assessments, and the functional delineations of the brain's cortex. Topics may include split-brain patients, language disorders, perceptual agnosias, Parkinson's Disease, attentional neglect, phantom-limb syndrome, and memory loss. *Prerequisite: PSYC 201 and 230. Offered occasionally.*

370 Special Topics This course covers areas of psychology that are of contemporary interest and are not covered by other courses in the department. The topics covered and the frequency with which the course is offered depend upon the changing expertise and interests of the faculty. *May be repeated for credit. Prerequisites may vary depending on topic but all Special Topics courses will require PSYC 201.*

372 Illusions This class addresses the various ways in which people's perceptions, memories, and reasoning about the world may diverge dramatically from reality. The course will delineate a variety of such illusions and try to understand their underlying cognitive and neuropsychological causes. Class goals will be to understand their applications (for instance, to eyewitness accuracy) and to use them to help understand normal perception and cognition. *Prerequisite: PSYC 201, two previous psychology courses, or permission of instructor. Offered every other year.*

373 Perceiving Self and Other This course explores how people make sense of themselves and others in the dynamic context of social interaction. Students read and discuss classic and current empirical research in the areas of self perception, interpersonal perception, and intergroup perception. *Prerequisite: PSYC 201, two previous psychology courses, or permission of instructor. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every other year.*

374 Psychology of Romantic Relationships This seminar focuses on several facets of romantic relationships, from the initial stages of attraction and partner selection, to relationship building, maintenance, and dissolution. Other key topics include marriage and divorce, communication, and the qualities of relationships that predict relationship satisfaction and stability. Several theoretical perspectives on intimate relationships are

presented in the course, and we also examine the advantages and limitations of different approaches and research methodologies. Particular emphasis is placed on empirical research on the course topics, although we also discuss the role of clinical observations (e.g., based on individual and/or couple psychotherapy) in understanding intimate relationships. *Prerequisites: PSYC 201, two previous psychology courses, or permission of instructor. Usually offered every other year.*

377 Animal Cognition Cognition is the many ways organisms take in information from their sensory systems, process it, and act upon it. There are many forms of cognition, and those forms look different from species to species based on the organism's evolutionary history. Through readings, discussions, and independent data collection, this seminar explores the history of the field of animal cognition, its scientific and philosophical controversies, common methods, as well as topics like consciousness, communication, tool use, and intelligence in nonhuman animals. In order to bring course material to life, students conduct observational and experimental studies of animal behavior in both lab and field settings, culminating in an independently proposed and conducted empirical study. *Prerequisites: PSYC310, PSYC311, PSYC312, or PSYC313 (can be taken concurrently).*

379 Applied Multi-Method Assessment Applied Multi-Method Assessment is an experiential learning seminar introducing students to methods of assessment used by psychologists and other professionals to understand the impact of programs and interventions on individuals and communities. The course focuses on qualitative research methods including interviews and focus groups that engage diverse constituencies, use a social justice lens, and are informed by quantitative approaches. Students learn about theory-based assessment, community-based participatory action research (CBPAR), culturally informed research, and qualitative data analysis. In assignments, workshops, and field work, teams of students conduct assessment research that applies course material. *Prerequisite: PSYC 201 or permission of instructor. Offered every fourth year.*

401 Psychology Senior Capstone Seminar The Psychology Senior Capstone Seminar provides an opportunity for psychology majors to read and critically analyze primary source materials and review articles drawn from varied subfields in psychology. Through weekly presentations, writing exercises, and ongoing discussion, students address key issues in the discipline concerning, for example, the ethical application of findings, the major paradigmatic shifts in the field, and the pros/cons of various methodological approaches. Students also write their Senior Capstone Paper as part of the course requirements, with seminar members sharing their progress regularly through writing workshops and informal presentations of their topic and proposal. The senior paper includes a comprehensive literature review of a specific research question, as well as a proposal for future research and/or application of findings. *Prerequisite: PSYC 201; PSYC 301; senior psychology major standing. NOTE: Exceptions to senior standing by petition to the department; required course for the major. PSYC 401 may be taken concurrently with no more than 1 of the following upper division lab elective courses: PSYC 310, 311, 312, or 313. Offered each semester.*

490 Psychotherapy and Behavior Change This seminar reviews the major models of personality, psychotherapy, and clinical assessment. A strong emphasis in the course is placed on the comparison of cognitive-behavioral theories to psychoanalytic, humanistic, and systems approaches. Students have opportunities to develop and practice basic counseling skills as part of the humanistic segment of this course. *Prerequisite: PSYC 201, at least junior standing, and 320 or 330 or 350. Offered occasionally.*

495 Independent Study Variable credit up to 1 unit Independent study credit is available to students who demonstrate legitimate educational needs not met through regular course offerings. Students must have junior or senior class standing and a cumulative grade average of a least 3.00. Depending on the nature and scope of the project, independent research projects may constitute independent study. Petition for admission is required. Requests evaluated on an individual basis. Independent studies approved by a Psychology advisor for one unit may count as an upper-division Psychology elective.

497 Practicum in Psychology Students work with a faculty instructor in the Psychology Department in conjunction with a site experience related to clinical, counseling, and other applied careers in the discipline. The course includes 8 - 10 hours per week of on-site work and 3 hours of class time where practicum experiences and course-relevant readings are discussed. Students also complete written assignments focused on their fieldwork experience. This course is specifically aimed for advanced psychology students and counts as an upper division psychology elective. *Prerequisite: Psychology major, junior or senior standing, GPA of 2.5 or above, and permission of instructor. Interested students must complete an application to be submitted early in the Fall term of their senior year. Offered Spring term only.*

498 Psychology Internship Tutorial Students work with a faculty member in the Psychology Department to develop an individualized learning plan that connects an internship site experience to study in the discipline. The learning plan will include required reading, writing assignments, and a culminating project or paper. Students should meet with the university internship coordinator the semester prior to enrolling to begin planning an internship. Internships approved by a Psychology advisor may count as an upper-division Psychology elective. *Prerequisite: PSYC 201, Psychology major, junior or senior standing, GPA of 2.5 or above, and approval of the Internship Coordinator and Psychology advisor.*

499 Cooperative Education 0.25 or 0.5 activity Volunteer or work experience relevant to psychology and written analysis of experience. Pass/fail only. Sophomore, junior, and seniors are eligible. *Prerequisite: PSYC 201; Psychology major; sophomore, junior, or senior standing; and approval of the Internship Coordinator.*