

## PSY - Psychology

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Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

### PSY 111. General Psychology (3). †

*General education social and behavioral sciences course.* Introduces the general principles and areas of psychology. Includes learning, perceiving, thinking, behavioral development, intelligence, personality and abnormalities of behavior. Course is a prerequisite for advanced and specialized courses in psychology. This is a Kansas Systemwide Transfer Course.

### PSY 111H. General Psychology Honors (3).

*General education social and behavioral sciences course.* Introduces the general principles and areas of psychology. Includes learning, perceiving, thinking, behavioral development, intelligence, personality and abnormalities of behavior. Course is a prerequisite for advanced and specialized courses in psychology.

### PSY 301. Psychological Statistics (3).

Introduces basic quantitative techniques for the description and measurement of behavior, as well as tests for making decisions regarding the compatibility of data to scientific hypotheses. Covers probability models, t, chi square and F. Prerequisite(s): PSY 111.

### PSY 311. Research Methods in Psychology (4).

Covers the philosophy of research methods, experimental designs, appropriate data analysis techniques, and historical trends and developments in experimental psychology. The laboratory exposes students to representative experimental lab techniques in the major subdivisions of psychology. Actively involves all students in research project(s). This course has a lab component. Prerequisite(s): PSY 301.

### PSY 317. Prevention Science and Community Wellness (3).

Designed for future leaders, researchers and practitioners interested in wellness and mental health, this course examines the theory and applied practices of community wellness and prevention work. Students are a catalyst for change on campus as they create content that matters to fellow students. A broad array of prevention strategies, populations, methods and programs are explored through the lens of promoting wellness and preventing suicide, substance misuse and sexual violence. Upon completion of this course, students gain a foundational knowledge of, and experience applying, prevention and wellness concepts in the development of programing in communities with an emphasis on engaging the campus.

### PSY 320. Biological Psychology (3).

*General education social and behavioral sciences course.* A review of the biological foundations of cognition and behavior. Includes evolutionary influences on brain and behavior, the role of hormones in cognition and behavior, neurochemical correlates of cognition and behavior, and recent advances in cognitive neuroscience. Prerequisite(s): PSY 111.

### PSY 321. Psychology of Learning (3).

*General education social and behavioral sciences course.* Explores basic principles of how organisms learn and highlights key concepts such as reinforcement and punishment, generalization of behavior across settings, and extinction of specific behaviors. Important research, theoretical issues and current trends are discussed. Prerequisite(s): PSY 111.

### PSY 322. Cognitive Psychology (3).

*General education social and behavioral sciences course.* Presents a coherent picture of human memory and cognition within the framework of the information-processing approach and as a function of neural activity. This approach views the individual as an active, constructive

planner in remembering and organizing new and prior learned knowledge. The study of attention, memory, thought, decision-making and problem-solving processes are included. Prerequisite(s): PSY 111.

### PSY 323. Social Psychology (3).

*General education social and behavioral sciences course.* Studies perception of self, others and groups. Includes attitude formation and change, group processes like conformity, compliance and conflict, and interpersonal processes such as attraction and the formation of close relationships. Also includes the application of social psychological principles to the study of prosocial and aggressive behavior. Prerequisite(s): PSY 111.

### PSY 323H. Social Psychology Honors (3).

*General education social and behavioral sciences course.* Studies perception of self, others and groups. Includes attitude formation and change, group processes like conformity, compliance and conflict, and interpersonal processes such as attraction and the formation of close relationships. Also includes the application of social psychological principles to the study of prosocial and aggressive behavior. Prerequisite(s): PSY 111.

### PSY 324. Psychology of Personality (3).

*General education social and behavioral sciences course.* Examines psychoanalytic, behavioral, trait and other contemporary theories of human personality. Gives consideration to major factors influencing personality, results of research in the area, ways of assessing personality, and some of the methods of treating personality disorders. Presents and discusses case studies. Prerequisite(s): PSY 111.

### PSY 324H. Psychology of Personality Honors (3).

*General education social and behavioral sciences course.* Examines psychoanalytic, behavioral, trait and other contemporary theories of human personality. Gives consideration to major factors influencing personality, results of research in the area, ways of assessing personality, and some of the methods of treating personality disorders. Presents and discusses case studies. Prerequisite(s): PSY 111.

### PSY 325. Developmental Psychology (3). †

*General education social and behavioral sciences course.* Descriptive survey of human development from conception to death emphasizing the interplay of environmental, genetic and cultural determinants of development. Selected topics emphasized and elaborated by demonstrations and class projects. This is a Kansas Systemwide Transfer Course. Prerequisite(s): PSY 111.

### PSY 327. Systems and Theories in Psychology (3).

Includes behaviorism, Gestalt psychology and structuralism. Attempts to develop the logical relations of these theories to each other as well as to common historical themes and current issues. Prerequisite(s): PSY 111.

### PSY 328. Psychological Testing and Measurement (3).

A critical analysis of the psychological foundations of tests and the interpretation of test findings. Surveys several tests representing the areas of intelligence, personality, normal and abnormal psychology, interests, special abilities and aptitudes to illustrate general principles of testing. Prerequisite(s): PSY 301.

### PSY 344. Psychological Disorders and Human Suffering (3).

Presents a social constructionistic alternative to a biomedical model of psychopathology. Examines various types and facets of psychological and emotional distress on a spectrum, ranging from clinical levels as exemplified by the Diagnostic and Statistical Manual of Mental Disorders to those that are more common to the human condition. Implications for research, assessment, prevention and alleviation of human suffering are discussed. Prerequisite(s): PSY 111.

**PSY 403. Introduction to Individual Counseling (3).**

Surveys contemporary theories and techniques of individual counseling. Compares various theoretical approaches and includes practical applications of each theory studied. Introduces professional and ethical issues involved in individual counseling. Emphasizes the therapeutic relationship, effective listening, issues surrounding defense mechanisms, and crisis intervention. Prerequisite(s): PSY 111.

**PSY 404. Psychology of Aging (3).**

*General education social and behavioral sciences course.* Cross-listed as PHS 404. Examines the issues surrounding the adult aging process. Includes personality and intellectual change, mental health of the elderly, and the psychological issues of extending human life. Emphasizes the strengths of the elderly and preventing the psychological problems of the elderly.

**PSY 405. Human Factors Psychology (3).**

The study of how people respond to the demands of complex machines and the varied environments of workplace, home and other settings. Introduces the tools and methods of machine, task and environment design to achieve the matching of human capabilities and the demands of machines and environments so as to enhance human performance and well being. Prerequisite(s): PSY 111.

**PSY 406. Introduction to Community Psychology (3).**

*General education social and behavioral sciences course.* Reviews the historical, societal, theoretical and empirical bases of community psychology which focuses on interdisciplinary approaches to improving lives in community settings. Presents contemporary models of community psychology, including the ecological and social action perspectives. Includes social support, self-help, social policy, prevention, community development, and program development and evaluation. *Course includes service-learning content.* Prerequisite(s): PSY 111.

**PSY 409. Psychology of Perception (3).**

*General education social and behavioral sciences course.* Explores current research and theory in perception and sensation. Emphasizes how organisms come to perceive and understand their environments with regard to perception of space, form, objects and events. Prerequisite(s): PSY 111.

**PSY 413. Adaptive Leadership (3).**

*General education social and behavioral sciences course.* Cross-listed as PHS 408, PHS 408H. Focuses on adaptive leadership competencies that address how to mobilize groups about the most important problems. They can occur across complex systems, organizations and groups. The adaptive leadership skills developed in this course allows students to enhance their behaviors, attitudes and critical thinking to addressing leadership challenges. Students use and demonstrate an understanding of the adaptive leadership competencies and demonstrate an experimental (non-prescriptive) approach to problem-solving real-life scenarios within their own environment through an applied case study project.

**PSY 413H. Adaptive Leadership Honors (3).**

*General education social and behavioral sciences course.* Cross-listed as PHS 408, PHS 408H. Focuses on adaptive leadership competencies that address how to mobilize groups about the most important problems. They can occur across complex systems, organizations and groups. The adaptive leadership skills developed in this course allows students to enhance their behaviors, attitudes and critical thinking to addressing leadership challenges. Students use and demonstrate an understanding of the adaptive leadership competencies and demonstrate an experimental (non-prescriptive) approach to problem-solving real-life scenarios within their own environment through an applied case study project.

**PSY 414. Child Psychology (3). †**

*General education social and behavioral sciences course.* Covers psychological development from conception through infancy and childhood. Includes the development of language, perceptual and cognitive functioning, social-emotional attachment, and socialization. Attention to practical issues of discipline and child rearing. This is a Kansas Systemwide Transfer Course. Prerequisite(s): PSY 111.

**PSY 416. Psychology and Problems of Society (3).**

*General education social and behavioral sciences course.* A study of the special role of psychological theory, research and principles applied to contemporary social issues and problems such as environmental concerns, problems in the schools, substance abuse, nuclear proliferation, racism/sexism, mental illness, child abuse, juvenile delinquency, aggression, behavioral control, aging, technology, etc. *Course includes service-learning content.* Prerequisite(s): PSY 111.

**PSY 428. Field Work In Psychology (1-3).**

Special projects and practicums under supervision in public and/or private agency settings. Psychological study, observation, service and/or research may be undertaken with prior approval by the department. Repeatable for a total of 6 credit hours, but only 3 hours may be earned per semester. Prerequisite(s): PSY 111 and departmental consent.

**PSY 470. Abnormal Child and Adolescent Psychology (3).**

Introduces the wide-ranging theories of developmental psychopathology in adults, children and adolescents. Topics include the major DSM-5 diagnostic categories as well as research and treatment. Focuses heavily on major forms of atypical development in childhood and adolescence. These include disorders of behavior (e.g., attention-deficit hyperactivity disorder, oppositional disorder), disorders of emotion (e.g., anxiety and depression), developmental and learning problems (e.g., autism, communication and learning disorders), and problems related to physical and mental health (e.g. health-related disorders, eating disorders). Students learn about the defining characteristics, associated features, possible causes, theoretical formulations, research evidence, and current approaches to intervention and prevention for a wide range of child and adolescent disorders. Students trace the possible development course of each disorder covered and show how biological, psychological and socio-cultural factors interact with the child's (and adult's) environment to determine its expression.

**PSY 481. Cooperative Education (1-3).**

Academic program that expands a student's learning experiences through paid employment in a supervised educational work setting related to the student's major field of study or career focus.

**PSY 508. Psychology Tutorial (1-3).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 508A, 508B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): PSY 111.

**PSY 508AB. Psychology of Video Games (3).**

An introduction to psychological research and how it pertains to video games. This course will cover game design from the perspective of psychological research, both in academic fields such as perception and attention and also user experience research found in the game development industry. Prerequisite(s): PSY 111.

**PSY 511. Introduction to School Psychology (3).**

Cross-listed as CLES 511. Introduces students to a career in school psychology. School psychologists work in schools to solve students' academic and behavioral problems through consultation, assessment and intervention. Course examines the roles and functions of school psychologists, the methods used to address students' psychoeducational

needs, and the school and community systems within which they operate.

**PSY 512. Exploring Concepts and Careers in Educational Psychology (3).**

Cross-listed as CLES 512. Explores the field of educational psychology and its application in different areas, such as teaching, learning, coaching, training, assessment and research. Introduces students to the wide variety of careers in educational psychology. Also introduces students to the practical application of educational psychology by considering topics such as cognition (problem solving, memory, decision making), behavioral learning principles, motivation, human development, curriculum development, assessment, basic research design, and the role of research.

**PSY 523. Workforce Readiness and Preparation (3).**

Cross-listed as ISLE 523, CSD 523. Designed for neurodivergent college students who are interested in developing pre-employment skills in a simulated work environment.

**PSY 534. Psychology of Women (3).**

Psychological assumptions, research and theories of the roles, behavior and potential of women in contemporary society. Prerequisite(s): PSY 111.

**PSY 536. Behavior Modification (3).**

A study of the basic assumptions, principles and issues of behavioral approach to helping persons with psychological problems. Includes demonstration and individualized practice in general helping skills as well as individual projects in applying these skills. For undergraduate credit only. Prerequisite(s): PSY 111 and instructor's consent.

**PSY 556. Introduction to Clinical Psychology (3).**

A survey of current ethical, conceptual and research issues involved in the assessment and treatment of psychopathology. Reviews contemporary psychotherapies emphasizing the relative efficacy of each and the therapeutic mechanisms through which they initiate behavioral change. Prerequisite(s): PSY 324.

**PSY 559. Successful Aging: Theory, Research and Practice (3).**

Cross-listed as SOC 559, SCWK 559. Reviews current interventions which promote successful aging. Theoretical bases of this work in biomedical and life span/developmental psychology are featured. Intended for students in the College of Health Professions, Liberal Arts and Sciences, and Engineering. Prerequisite(s): PHS 100, PSY 111, SCWK 201 or SOC 111.

**PSY 608. Special Investigation (1-3).**

Upon consultation with instructor, advanced students with adequate preparation may undertake original research or directed readings in psychological problems. Repeatable for a total of 6 credit hours. Requires consultation with, and approval by, appropriate adviser prior to registration. Prerequisite(s): 9 hours in psychology and instructor's consent.

**PSY 727. Selected Topics in Human Factors Psychology (3).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 727A, 727B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): instructor's consent.

**PSY 727A. Special Topics in Human Factors: Social Robotics (3).**

Introduces students to contemporary approaches in social robotics, that is: how to design and evaluate robots that are intuitive to interact with and trigger human-like social interaction patterns. The course is designed for graduate students in psychology, neuroscience, computer science and engineering and consists of theoretical and practical parts. The first part of the course outlines psychological and neuroscientific

aspects underlying Human-Robot Interaction (HRI) with a focus on mentalizing, action understanding and joint action execution. The course also covers common application areas for social robots, such as health care, education and home assistance. The second part of the course is devoted to a research project involving pictures or videos of social robots presented in an online study. Students develop a research question and investigate it in teams of three. They plan and conduct a behavioral experiment, analyze and interpret data and write a research report. The report can be submitted as proceedings paper (if results are publishable). Due to the additional challenges associated with Covid, the semester project is based on already established paradigms. Due to the empirical component, it is necessary that all students have valid CITI certification and a SONA account; furthermore, it is advantageous to have experience with online studies (e.g., Qualtrics) and data analysis (e.g., R or SPSS). Experience with statistics and research methods is encouraged.

**PSY 750. Psychology Workshop (1-3).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 750A, 750B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

**PSY 750W. Seminar in Intersectional Fat Studies (3).**

Introduces graduate students and advanced undergraduate students to intersectional fat studies, an interdisciplinary field of scholarship that critically examines notions of body weight and appearance. Students read and discuss empirical research, theory, and other critical texts covering such topics as: fatness as a dimension of privilege and oppression; critical intersections with other marginalized identities; social and cultural origins of fatphobia in the U.S.; the medicalization of fat; psychological and physiological outcomes associated with weight stigma; and the impact of fatphobia in several professional domains; among others. Throughout the course, students are asked to reflect on their own biases, backgrounds and experiences related to how they view weight and people of size. Prerequisite(s): for undergraduates only: PSY 111, PSY 301, PSY 311 and instructor's consent.