

PSY 1-01 & 1-02 Introduction to Psychology

This course will survey current knowledge of human behavior. It will cover the entire spectrum of behavioral functions and examine the biological, cognitive and social processes that underlie these behaviors. Topics will include the brain and functioning of the nervous system, perception, thinking, learning and memory; conscious and unconscious motivations and emotion; language, intelligence, cognitive, social, and personality development; social perceptions, attitudes and social influence; psychological disorders and their treatment; and mental health. The goals of the course are to further an understanding of the major theories of a human behavior as well as their practical and theoretical implications.

PSY 09 Introduction to Cognitive & Brain Science

Survey of the cognitive, computational and neuronal basis of thought. Topics include the relationship of cognitive and brain systems underlying language, memory, perception, attention, consciousness and development.

PSY 11 Developmental Psychology

This course is a survey of cognitive, physical, and socio-emotional development during childhood from before birth through adolescence. Additionally, a brief examination of issues of aging will be incorporated into the course. General principles of development and related empirical findings will be emphasized. Course includes lectures, discussions as allowed by class size, and observations of children.

Prerequisites: Psychology 1, or junior or senior standing

PSY 12 Abnormal Psychology

An introduction to the major emotional, mental, and behavioral disorders in adults. The manifestations, developmental histories, and experiential bases of the disorders will be presented, sometimes using case vignettes and films, along with summaries of empirical findings. Issues of diagnosis, child problems and therapies will also be included. The principal course goal is to increase the student's understanding of the presentation, etiology, maintenance, and treatment of (mostly adult) psychopathology. Students will become familiar with the five major current perspectives on psychopathology, with a conceptual framework involving five levels of pathology severity, and with the strengths and weaknesses of various diagnostic systems.

Prerequisites: Psychology 1 or junior or senior standing or consent.

PSY 13 Social Psychology

Social psychology is the scientific study of the way people think, feel, and behave in social situations. It involves understanding how we influence, and are influenced by, other people and the social contexts around us. A primary goal of this course is to introduce you to the perspectives, research methods, and seminal findings of the field of social psychology. Equally important is the goal of allowing you to cultivate your skills for analyzing the social situations and events that you encounter in your everyday lives. Lectures will be supplemented by classroom demonstrations, discussion, and various assignments.

Prerequisite: Psychology 1 or junior or senior standing.

PSY 17 Industrial and Organizational Psychology

This course examines the roles, contributions and limitations of psychology in business and industrial organizations. Topics will include motivation of employees, classical and current approaches to management, group dynamics and consumer psychology. Students will

select a contemporary issue in the field; present an overview to the class and submit a research paper on the topic.

Prerequisite: Junior or senior standing

PSY 28 Cognitive Psychology

This survey class examining human information processing systems will take a hands-on approach to exploring questions of how humans process information. In particular, through a combination of lecture and projects, the class will explore how stimulus information is transformed, stored, retrieved, and used. The course explores theoretical models of cognition, considering them in the context of both empirical research and everyday experience. Topics include object recognition, attention, memory, reasoning, wayfinding, language processes, decision making, and problem solving.

Prerequisite: Psychology 1.

PSY 29 Human Neuropsychology (Introduction to Cognitive Neuroscience)

This course aims to provide an introduction to the field of cognitive neuroscience. We will cover the cognitive functions of the normal human brain, as well as neurological disorders, focusing on those that have been most informative for understanding the biological basis of cognition, like amnesia, aphasia, and Parkinson's disease. The course starts with an introduction to basic neurobiology, cognitive psychology, and the history of cognitive neuroscience. Students will learn about research methods in the field, including neuropsychological studies of patients with focal brain damage, and neuroimaging techniques, such as ERP and fMRI. Areas of cognition covered may include the brain basis of vision, spatial processing, attention, memory, motor control, executive function, language, and problems with these cognitive abilities due to brain dysfunction. The course will take a scientific approach but is highly relevant to those with clinical interests in psychology, psychiatry, neurology, and biomedical engineering.

Prerequisite: Psychology 1.

PSY 31 Statistics for the Behavioral Sciences

From the behavioral scientist's perspective, statistics are tools that can be used to detect systematic patterns in sets of data, and guide decision-making. In this course you will learn about statistics that allow a researcher to describe and summarize data and distinguish between chance and systematic effects in typical experimental contexts. To facilitate learning through hands-on experience, each student is required to enroll in one of four laboratory sections. Labs will involve application of the concepts and procedures discussed in class that week, and many will involve use of the SPSS statistical package.

Prerequisite: Psychology 1.

PSY 32 Experimental Psychology

This is a basic laboratory course in which undergraduates will learn how to design psychology research studies, analyze the data, and report the results in APA style. This course is a prerequisite for the advanced labs. There are two lectures plus a 2.5-hour laboratory each week. Enrolling in PSY 32A, PSY 32B, or PSY 32C registers you for both the lecture and laboratory components of the course. This course counts towards the Natural Sciences distribution requirement.

Prerequisite: Psychology 31.

PSY 36A Experimental Social Psychology

This course focuses on the process of designing, conducting, interpreting, and presenting empirical research in social psychology. Students will be exposed to several different methods used in social psychological research, with an emphasis on true experiments. The use of these methods will be illustrated through readings and discussions of classic and contemporary research in social psychology. Class projects will provide students with hands-on experience in implementing these techniques. In the main part of the course, students will form research teams with the task of conducting empirical research on a topic of their choice.

Prerequisites: Psychology 31, 31 and 32.

PSY 36B Experimental Social Psychology

Laboratory and field approaches to the experimental study of social behavior. Attention will be directed to both classical research and recent innovation in social psychology. Lectures and laboratory.

Prerequisites: Psychology 13, 31 and 32.

PSY 38 Research Methods in Clinical Psychology

This course will teach the methods of clinical research as well as provide the experience of analyzing data. We will cover topics such as experimental design, diagnostic reliability, epidemiologic methods, data analysis using SPSS, and the preparation of research reports.

Prerequisites: Psychology 12 or 15, 31; 32 or 71.

PSY 46 Animal Learning Lab

An advanced laboratory course familiarizing the student with the methods and strategies used to study cognition in animals. Several experiments examining an important topic area in animal cognition will be conducted over the semester. The course consists of weekly class discussions and analyses of the ongoing experiments and their relations to other experiments in the area. These discussions will result in several APA-style write-ups of the experiments as they progress over the semester. Besides regular class meetings, all students need to be prepared to spend time outside of class to conduct the experimental sessions.

Prerequisites: Psychology 26, Psy 32 or consent of instructor.

PSY 48 Methods in Psychopharmacology

This laboratory course provides direct, pre-clinical experience with experimental strategies and methods in psychopharmacology, using animal subjects. Students will investigate how drugs affect various behavior patterns and how behavioral processes can be elucidated using drugs as research tools. Topics may include experimental procedures demonstrating the effects of drugs on motor and sensory process, behavioral measures of memory, anxiety, depression and psychosis, and the self-administration of drugs by animals. Using the mastery teaching method, students will recreate classic experiments and ready themselves for independent research in psychopharmacology.

Prerequisite: Concurrent or previous Psychology 123.

PSY 49 Psychophysiology Lab

This laboratory course is designed to introduce students to some of the procedures used to study the electrophysiological manifestation of psychological processes in humans. Particular emphasis is placed on the use of brain wave techniques (EEG and event-related brain potentials - ERPs). Techniques to be learned will include application of electrodes, use of computers in collecting electrophysiological data and quantification of electrophysiological data. Students enrolled in this course will conduct their own brain wave experiments on human subjects.

Prerequisites: Psychology 32 and either 25, 28, or 29.

PSY 55 Human Sexual Behavior

Sex and sexuality are topics which are studied in many different ways. This course reflects that diversity by considering the biological, developmental, clinical and social aspects of sex and sexuality. Topics will include cross-cultural surveys of sexual behavior, sexual differentiation, sexual physiology, contraception, STDs, sexual dysfunction and therapy, sexual orientation, gender, and various legal issues that revolve around sexual topics.

PSY 56 Drugs and Behavior

Introductory examination of how drugs, toxins, food additives, and other chemicals alter human behavior. Topics may include historical and societal views of drug use, drugs for recreational purposes, alcohol, medicinal drugs, drugs in food and food as drugs, and environmental toxins; theories of why drugs are used and reasons for prescribing psychoactive drugs.

Prerequisites: Psychology 1 or junior or senior standing.

PSY 71 Clinical Methods

This course focuses on the clinical skills and approaches that are required for work with patients with a wide range of psychiatric disorders and psychological problems. Students will learn how to conduct structured clinical interviews and simple mental state examinations. They will also learn how to structure this information to aid in the diagnosis, formulation (in terms of predisposing, precipitating and maintaining causes) and construction of clinical management will each be considered in terms of biological, psychological and social factors that can contribute to these disorders. Videos, role play and case histories will be used as teaching aids throughout the course.

Prerequisites: Psychology 12, declaration of major in clinical psychology or junior or senior standing or consent.

NB. This course is a prerequisite for Psychology 181-182 (Supervised Seminar in Field Work in Psychology). If you intend to do a yearlong clinical psychology internship in your senior year, the course must be taken prior to it.

PSY 80 Psychology of Music

(Cross-listed as Music 59) Examination of a wide range of topics in the psychology of music. Music perception; music cognition; music aesthetics; music and emotions; the influence of music on human behavior; the nature and measurement of musical abilities; music education and child development.

PSY 92 Research in Psychology

Designed for students who wish to participate in an ongoing program of

research. The student is expected to do background reading relevant to the research and to participate in as many phases of the research as possible.

Prerequisites: Two psychology courses, sophomore standing, and consent of supervising faculty member.

PSY 98 Readings in Psychology

Students choose a topic of mutual interest to themselves and a professor. The aim is to gain expertise on a selected, important psychological subject. A written document is usually expected. Students must get prior consent of the cooperating professor.

PSY 99 Internship in Psychology

Students may obtain psychology department credit for internships at various off campus settings such as laboratories, hospitals, clinics, and schools. Of course, to receive credit in this course the work at the internship must be primarily psychological. (Credit may be obtained through All College 99 if the internship is not primarily psychological but is otherwise academically sound.) Course work relevant to the internship should precede it. Each participant in Psychology 99 must be sponsored by a faculty member in the psychology department who will judge the appropriateness of the internship for psychology credit. A minimum of 12 hours per week for the internship, as well as some written work, is required. The course must be taken Pass/Fail but still may be used as an elective in fulfilling the psychology concentration.

Prerequisites: Sophomore standing, prior course work relevant to the internship and permission of a Psychology Department faculty member. Grading is pass/fail.

PSY 103 Brain and Behavior

This course, like its companion course, Psychology 25, explores the physiological bases of behavior. It differs from Psychology 25 in assuming that the student has a good background in Biology and would like to go into the neuroanatomical, neurophysiological and neurochemical mechanisms of behavior in more depth. Psychology 103 also focuses on current research in the various areas of Biopsychology and future directions for research and its applications. General topic areas include: the nervous system, vision, neurological disorders, sexual behavior, hunger, thirst, sleep, aggression, reward mechanisms and addiction, learning and memory, and psychopathology.

Prerequisites: Biology 13 and 14 or equivalent.

PSY 104 Advanced Seminar in Physiological Psychology

For the Spring 2009 semester this seminar course in Bio-Psychology will focus on plasticity of the brain and particularly on the relevance of plasticity for learning. Students will read review articles and original research reports on molecular mechanisms in the functioning and development of the CNS. The emphasis will be on the application of anatomical and molecular neuroscience concepts and methods to understanding plasticity. For example, we will discuss the role of neurogenesis and BDNF in brain plasticity and the use of gene "knock-outs," antisense oligonucleotides, and measurements of gene expression in the study of learning and of recovery from brain damage. The first month or so of the course will be more lecture based but in later meetings it will become more discussion based. By the end of the semester students will be expected to make class presentations and write

a review paper.

Prerequisites: Psychology 25 or 103, or consent of the instructor.

PSY 106 Seminar in Clinical Psychology

This course will focus on the various theories and techniques of psychotherapy through readings and case studies (including films of therapy sessions). The major goal is to make the student conversant with the major schools of therapy and counseling, the theoretical basis of their techniques, and the techniques themselves. Other aspects of clinical psychology such as psychological assessment, professional ethics, and pathways towards becoming a psychotherapist will also be considered. Students will be responsible for active participation in a seminar format.

Prerequisites: Psychology 12 and 71 or 32.

PSY 108 Advanced Statistics II

This course builds upon the material covered in Psychology 107 (Advanced Statistics I). The bulk of the course will focus on ANOVA and regression models appropriate for the analysis of a variety of experimental designs. In addition, we will overview a range of multivariate and non-parametric techniques.

Prerequisite: Psychology 107.

PSY 112 Biological Bases of Psychopathology

In this course, we will explore the current research and theory concerning neuropathology, neurotransmitter systems, genetics, psychophysiology, and medication treatment in selected major mental disorders (e.g., schizophrenia, depression, anxiety disorders, and developmental disorders).

Prerequisites: Psychology 12 or consent.

PSY 123 Psychopharmacology

This course introduces the systematic study of the processes by which drugs alter behavior, primarily under experimental conditions. The main theme of the course will be to learn how drugs, in concert with environmental events, influence behavior via biochemical mechanisms. The objectives of this course are: (1) to provide background in experimental psychology and pharmacology necessary for an introduction to clinical and pre-clinical psychopharmacology, (2) to provide an overview of major areas of research in behavioral pharmacology in lectures, (sleep, appetite, sex, aggression, memory, sensation and hallucination, drug abuse, anxiety, depression and psychosis), (3) to analyze and critique selected classic and contemporary research articles in various areas of behavioral pharmacology. The course begins with introducing the neuropharmacological and behavioral foundations and then focuses on weekly topics, as listed above.

Prerequisites: Psychology 103, Bio 12, 13 or 75.

Psy124/124WW Cognitive Neuroscience of Vision

This course will cover the cognitive neuroscience of vision. This is an advanced seminar on the brain basis of vision, emphasizing how humans see the world. Topics may include sensory perception, object and face recognition, word perception, mental imagery, spatial cognition, attention, and timing and neuroimaging of brain systems for perception.

How do people attribute meaning to what they see? How do you recognize your best friend in a crowd of people? How do people learn to read written words? What is a visual feature? How do you know where an object is located? Studies of visual cognition attempt to answer such questions. Cognitive neuroscience investigates how specific parts of the human brain enable people to see the environment, meaningfully interpret visual images, and learn and remember about what they see. This course will examine the neural processes and representations used to perceive and categorize people, places, and things.

An optional writing workshop is offered (limited enrollment). In this workshop, you will develop critical thinking skills, explore more deeply concepts discussed in class, and learn how to develop and test hypotheses and theories about the brain basis of visual perception and cognition. The skills developed in the workshop will also help to develop your ideas and improve your thinking and writing on your term paper topic, as well as provide additional opportunities to polish drafts and obtain feedback throughout the project. There will be no extra graded work, but participation will likely improve your performance on the assigned coursework. The writing workshop will take an extra 50 minutes of class time weekly, and a record of participation will appear on the student's transcript.

Prerequisites

Psy 32 and one of the following: Psy 25, 27, 29, 103, 129, 148, or Biology 134; or consent.

PSY 130 Advanced Engineering Psychology

This course is intended for students who have already had an introduction to engineering psychology and wish to learn more about selected topics in the area. The course is run in a seminar format, with students selecting topics of interest, doing library research and presenting in class those studies and issues they have found as their work progresses. In their presentation students will put together all they have found in a "state-of-the-art" summary for their particular topic.

Prerequisites: 3 courses in Psychology, including Psy 53.

PSY 136 Stereotypes, Prejudice, and Discrimination

History is replete with examples of differential beliefs about and treatment of others based on group membership. This is an advanced course in social psychology where we will examine a social psychological perspective on stereotypes, prejudice, and discrimination. In particular, this course emphasizes how a social cognition perspective in social psychology has informed our understanding of the formation, maintenance, and expression of stereotypes. In addition, we'll examine the implications that stereotypes, prejudice, and discrimination have for stigmatized individuals' thoughts, behavior, and outcomes. The goal of the course is to develop students' understanding of how stereotypes, prejudice, and discrimination operate in human relations.

Prerequisites: Psychology 13 or 31 or junior or senior standing or consent.

PSY 144 Memory and Retention

This seminar course explores a wide range of topics associated with memory functioning. Topics include: basic memory dynamics, memory organization imagery, pattern recognition, effects of encoding, memory development, storage and retrieval components of forgetting, amnesias (infantile, post-hypnotic, retrograde, anterograde), memory suppression, false-memory syndrome, Alzheimer's dementia, and other effects of brain injury on memory.

Prerequisite: Psychology 26 or 28 or 29.

PSY 182A Supervised Field Work Seminar

This is a unique opportunity in which senior Psychology/Clinical Majors participate in a year-long internship in psychiatry or psychology clinics and/or mental health/human service facilities in the Boston area. Students spend 12-16 hours per week at their placement for two semesters. Some opportunities for clinical research are also offered that may be particularly helpful for students who are interested in PhD Clinical Psychology programs. Each week, students meet as a group with their professor. In these seminars, their clinical and clinical research experiences are discussed and analyzed; students present clinical work and case histories of individual clients and patients; all aspects of diagnosis and clinical management (ranging from psychotherapy to medication) are discussed. By the end of this seminar, students will gain important insights into clinical work and research in a range of mental health/human service settings. This is an ideal opportunity for students interested in medical school, clinical psychology graduate programs, clinical research and all other careers involving work within the field of mental health and related disciplines.

Prerequisite: Psychology 181 or consent.

PSY 182B Supervised Field Work Seminar

The continuation of Psych 181B—a supervisory and didactic group seminar for senior Psychology/Clinical students in field placements involving 12 – 16 hours per week of work in a mental health/human services agency. Presentation of cases and discussion of clinical vignettes will be the basis for most class work. Major goals include the improvement of the students' current on-site work and the development of knowledge, practical and theoretical, regarding optimal treatments for a variety of problems. By the end of this seminar, students will increase skills in pathology assessment and gain insights into clinical work in a range of settings.

Prerequisite: Psychology 181 or consent.

PSY 192 Independent Research: Projects in Psychology

Advanced students have the opportunity to work out the design and execution of a research study. Students generally produce a written document describing their work; often this is a published article. Students must get prior consent of the supervising professor.

Prerequisites: Consent of a faculty member. Psychology 32 is ordinarily required prior to this course.

PSY 195 Senior Seminar: Cognitive & Brain Science

Year-long weekly research meeting of seniors in Cognitive and Brain Science major and others involved in a senior honors thesis. Provides a forum for discussion, presentation and planning of senior research projects, as well as exposing students to the range of faculty and graduate student research.

Prerequisite: Primarily for the Cognitive & Brain Science majors (Seniors in this major must take this course). Students enrolled in Psy 199 must also register for Psy 195.

PSY 196-01 Phonological Theory

This course provides an introduction to phonological analysis—the study of the sound patterns of the world’s languages. Topics will include the structure of phonological representations (features, syllables, metrical structure), cross-linguistic universals, and how abstract phonological competence is related to articulatory and perceptual processes. Students will be introduced to current debates in phonological theory.

Prerequisites: Psy 81 or consent.

PSY 196-02 The Visual Linguistics of “Comics”

The aims of this course are to explore the structure of the visual language of “comics” by situating the capacity for creating graphic images within the traditions of the linguistic, psychological, and cognitive sciences. By class’s end, not only will students know a great deal about this visual language and its analysis, connecting graphic expression to other modalities of conceptual expression in the verbal and manual forms, but have an appreciation for a diverse range of linguistic principles and cognitive science research.

Prerequisites: Psy 64 (Phil 15) or Psy 28 or 29, or previous course in linguistics or permission of instructor.

PSY 196-03 Autism and Neurodevelopmental Disorders

This course examines the cognitive and behavioral profiles of the autism spectrum conditions. Special attention will be paid to the cognitive models citing theory of mind deficits, executive dysfunction, and weak central coherence, and their relation to brain function (cognitive neuroscience). We will look at autism in light of other neurodevelopmental disorders such as Fragile X, Williams, and Down syndromes, and examine whether cognitive sex differences can inform us about the condition.

Prerequisites: Psy 11 or CD 001 or permission of instructor.

PSY 198 Supervised Readings in Special Topics

This course requires that the student make arrangements with a professor to supervise the semester’s work.

Prerequisites: Permission of instructor.

PSY 199 Senior Honors Thesis

If you plan to do an honors thesis, you must sign up for Psychology 199 both Fall and Spring of your senior year. Discuss this with a faculty sponsor.

Prerequisites: Permission of instructor.

GRADUATE COURSES

PSY 203 Advanced Seminar in Physiological Psychology

For the Spring 2009 semester this seminar course in Bio-Psychology will focus on plasticity of the brain and particularly on the relevance of plasticity for learning. Students will read review articles and original research reports on molecular mechanisms in the functioning and development of the CNS. The emphasis will be on the application of anatomical and molecular neuroscience concepts and methods to understanding plasticity. For example, we will discuss the role of neurogenesis and BDNF in brain plasticity and the use of gene “knock-outs,” antisense oligonucleotides, and measurements of gene expression in the study of learning and of recovery from brain damage. The first month or so of the course will be more lecture based but in later meetings it will become more discussion based. By the end of the

semester students will be expected to make class presentations and write a review paper.

Prerequisites: Graduate standing. Meets concurrently with Psy 104.

PSY 214 Seminar in Social Psychology

Multidisciplinary approaches to the study of social thought and behavior. Readings and discussions will explore the utility of integrating social-psychological perspectives with other perspectives to arrive at a more comprehensive view of human behavior.

Prerequisites: Graduate Standing

PSY 224 Cognitive Neuroscience of Perception

This course will cover the cognitive neuroscience of vision. This is an advanced seminar on the brain basis of vision, emphasizing how humans see the world. Topics may include sensory perception, object and face recognition, word perception, mental imagery, spatial cognition, attention, and timing and neuroimaging of brain systems for perception.

How do people attribute meaning to what they see? How do you recognize your best friend in a crowd of people? How do people learn to read written words? What is a visual feature? How do you know where an object is located? Studies of visual cognition attempt to answer such questions. Cognitive neuroscience investigates how specific parts of the human brain enable people to see the environment, meaningfully interpret visual images, and learn and remember about what they see. This course will examine the neural processes and representations used to perceive and categorize people, places, and things.

An optional writing workshop is offered (limited enrollment). In this workshop, you will develop critical thinking skills, explore more deeply concepts discussed in class, and learn how to develop and test hypotheses and theories about the brain basis of visual perception and cognition. The skills developed in the workshop will also help to develop your ideas and improve your thinking and writing on your term paper topic, as well as provide additional opportunities to polish drafts and obtain feedback throughout the project. There will be no extra graded work, but participation will likely improve your performance on the assigned coursework. The writing workshop will take an extra 50 minutes of class time weekly, and a record of participation will appear on the student’s transcript.

Prerequisite: Graduate standing. Meets concurrently with Psy 124.

PSY 234 Developmental Psychology

An advanced review of current perspectives and issues in developmental psychology. Emphasis will be on development as a process in time and on the determinants and constraints affecting that process. Topics to include neurophysiological development, perceptual-motor development, language acquisition, cognitive development, socioemotional development and contexts of development such as families, schools and neighborhoods. Development in animal populations and in non-Western cultures will be considered. Course format will include student-led discussions and presentations.

Prerequisite: Graduate standing.

PSY 243 Structure & Process in Cognitive Theory

Research into language processing has revealed that interactivity—rather

than modularity- is the norm. In spoken production, for example, many theories posit that information cascades from one stage of processing to the next and can feedback from later stages to earlier stages. Theories of reading, spelling, and morphology posit dual processing routes that can combine their output. And finally, speech perception involves interaction between auditory and visual information, as exemplified by the McGurk effect.

Very little is known about the mechanisms of interaction. Most theories simply posit interactivity without specifying the exact manner in which representations are integrated. This seminar will survey interactivity from all areas of language processing (e.g., reading, spelling, spoken production, speech perception, morphological processing, sentence production, person/number agreement, etc.). The goals of the course will be to develop a typology of interaction, to determine what we know about how representations are integrated, to explore experimental techniques that might provide a window into this integration, to understand how integration might break down (aphasia, dyslexia), and to understand what it means from a computational perspective for representations of different kinds to be integrated. We will also explore how integration interfaces with other components of the language system such as grammatical processes.

Coursework will include weekly readings, rotating presentations, and a final paper.

Prerequisite: Graduate standing.

PSY 244 Memory and Retention

This seminar course explores a wide range of topics associated with memory functioning. Topics include: basic memory dynamics, memory organization imagery, pattern recognition, effects of encoding, memory development, storage and retrieval components of forgetting, amnesias (infantile, post-hypnotic, retrograde, anterograde), memory suppression, false-memory syndrome, Alzheimer's dementia, and other effects of brain injury on memory.

Prerequisite: Graduate standing. Meets concurrently with Psy 144.

PSY 254 Psychosis

A seminar course focusing on the symptoms of psychosis such as hallucinations, delusions and thought disorder and psychotic disorders (schizophrenia and bipolar disorder). Examination of psychotic phenomena and disorders from multiple theoretical perspectives: clinical diagnosis, etiology and pathogenesis, genetics, neurochemistry, cognitive psychology, and cognitive neuroscience, including neuroimaging.

Prerequisite: Graduate standing.

PSY 292 Graduate Research/ Special Topics

PSY 296 Master's Thesis

PSY 298 Doctoral Dissertation

PSY 401 PT Master's Continuation

PSY 402 FT Master's Continuation

PSY 405 Graduate Teaching Assistant

PSY 406 Graduate Teaching Assistant

PSY 501 PT Doctoral Continuation

PSY 502 FT Doctoral Continuation

Writing Workshop courses or sections meet an extra fifty minutes each week, allowing students to gain a more thorough understanding of course material and to improve their writing.

Writing Workshop courses generally require no additional formal written assignments. Instead, students do more informal, un-graded writing in order to develop questions about course material, examine and refine their thinking, and share their ideas with the instructor and fellow students. When appropriate, instructors may also concentrate upon the more formal aspects of writing and public speaking.

In addition, Writing Workshop courses and sections provide

- Opportunities to meet with the course instructor and other students in a small group to discuss issues that are particularly interesting or confusing.
- Opportunities to get to know the instructor and fellow students.
- Opportunities to become better prepared for the working world by developing critical thinking, writing, and speaking skills.

Writing Workshop courses are recorded on student transcripts, although students do not receive extra credit for participation.