

Department of
Psychology
 College of Education

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Graduate Program Coordinators: Combined Clinical/Counseling/School PhD—Associate Professor Susan L. Crowley, counseling; **Research and Evaluation Methodology PhD—Professor Karl R. White**, research and evaluation; **School Psychology MS—Associate Professor Gretchen A. Gimpel**, school; **School Counseling MS—Camille J. Odell**, school

Undergraduate Program Faculty Coordinator—Professor Tamara J. Ferguson, social and developmental psychology

Professors Frank R. Ascione, developmental; **Carl D. Cheney**, physiological; **Tamara J. Ferguson**, social and developmental psychology; **Cecilia H. Foxley**, counseling, human relations; **J. Grayson Osborne**, behavior therapy, child; **Richard N. Roberts**, developmental; **Charles L. Salzberg**, applied behavior analysis; **Research Professor Byron R. Burnham**, qualitative evaluation methods; **Professors Emeriti Michael R. Bertoch**, counseling; **Glendon W. Casto**, developmental; **Keith T. Checketts**, school psychology and counseling, research methodology; **John R. Cragun**, industrial; **Marvin G. Fifield**, school and counseling; **Arden N. Frandsen**, educational; **Richard B. Powers**, experimental social; **David R. Stone**, learning, educational; **Sebastian Striefel**, clinical child; **Associate Professor Kevin Masters**, clinical; **Research Associate Professor Mark S. Innocenti**, school psychology; **Associate Professors Emeritus William R. Dobson**, clinical; **Elwin C. Nielsen**, clinical and school; **Assistant Professors Pablo Chavajay**, developmental psychology, culture and cognition, cultural psychology; **M. Scott DeBerard**, health psychology; **Renee V. Galliher**, clinical psychology; **Donna M. Gilbertson**, school psychology; **Kentaro Hayashi**, quantitative psychology (psychometrics); **George Julnes**, evaluation methodology, research methodology; **Steve Lehman**, educational psychology; **Maria C. Norton**, research and evaluation methodology; **Melanie M. Domenech Rodríguez**, counseling, child clinical; **JoAnn T. Tschanz**, neuropsychology, abnormal psychology, physiological psychology; **Research Assistant Professor Susan G. Friedman**, research; **Assistant Professor Emeritus J. Whorton Allen**, counseling; **Adjunct and Clinical Faculty Kent W. Anderson**, professional-scientific; **Ann M. Berghout Austin**, infancy through childhood; **Carolyn G. Barcus**, counseling; **David W. Bush**, clinical/counseling; **Robert S. Cook**, rural and family interventions; **Gwenaëlle C. Couillard**, training; **Mary E. Doty**, clinical; **Monique Frazier**, child clinical; **Eric J. Gee**, research and evaluation; **Richard D. Gordin, Jr.**, sport and exercise psychology; **Randall M. Jones**, family research management; **Joan A. Kleinke**, counseling and personnel services; **J. Russell Mason**, sensory evaluation, ethology; **Kent E. Nabers**, gero-psychology; **Mark A. Nafziger**, counseling psychology; **D. Kim Openshaw**, marriage and family therapy; **Lori A. Roggman**, developmental; **Thomas R. Schenkenberg**, neuropsychology; **Patricia L. Truhn**, neuropsychology, crisis intervention; **Brian Tschanz**, social psychology; **Beth Walden**, research and evaluation methodology; **Leland J. Winger, Jr.**, clinical; **Jean Wollam**, educational psychology; **Blaine R. Worthen**, research and evaluation

Degrees offered: Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), and Doctor of Philosophy (PhD) in Psychology

Graduate specializations: *MS*—School Psychology, School Counseling; *PhD*—Combined Clinical/Counseling/School Psychology, Research and Evaluation Methodology

Undergraduate Programs

Objectives

Psychologists endeavor to scientifically understand the thought processes, emotions, and behavior of both humans and animals. Psychologists specialize in diverse areas. Some psychologists seek to better understand the interactions among genetic, biological, social, and psychological determinants of behavior. Other psychologists are concerned with how the body and brain create emotions, memories, and sensory experiences, and how these are perceived and interpreted. Still others are concerned with how we learn observable responses and how we process, store, and retrieve infor-

mation. Additionally, psychologists focus their careers on the causes, assessment, and/or treatment of emotional and behavioral disorders. Psychologists utilize research methods to understand the causes of behavior, emotion, and thought processes.

The Department of Psychology at USU offers a rich undergraduate program in psychology with the primary objectives being:

1. To provide students with substantive knowledge in the basic discipline of psychology, such as history/systems, basic behavior processes, biological bases of behavior, development, personality, learning and cognition, social influences on individuals, research methods, and psychological disorders and treatment.

2. Teaching students how to critically analyze and solve problems pertaining to human interaction, communication, and relationships.

3. Student mastery of principles relating to the causes of behavior, basic learning processes, and the measurement and analysis of behavior.

4. Training students to use scientific and quantitative methods to better understand and apply social science research.

5. Preparing students to compete successfully for entry into nationally and internationally recognized graduate programs in the social sciences.

6. Preparing majors and minors to compete successfully for postbachelor employment opportunities in private/public education, human services, government, and corporations.

The courses in Psychology and the electives available in related departments allow students to tailor their education to meet specific career goals. Some students who major in psychology may qualify for admission to unique specialty tracks: (1) **the (secondary education) Teaching Major**; (2) **Behavior Analysis Skill Track**; (3) **Interpersonal Relationships Skill Track**; and (4) **Graduate School Preparation Track**. A human services/caseworker training option may also be available to majors.

Students can complete the major or minor in psychology either on-campus (Logan), or through the USU Distance Education system (all required courses and selected electives are offered every 1-2 years) available throughout the State of Utah. The specific requirements for the skill tracks, the Apprenticeship, the on- and off-campus (distance education) options, and for how psychology electives can be used to advance students' career goals can be obtained from the **Psychology Advisement Office, Eccles-Jones Education Building, Room 475, (435) 797-1456**.

Requirements

Departmental Admission Requirements. Students are admitted to the Department of Psychology as Prepsychology majors by meeting the Utah State University admission requirements (see pages 48-51). To be a Psychology major, a student must make written application to the department, after meeting the following prerequisites: (1) completion of at least 40 semester credits with a cumulative GPA of 2.75 or higher; (2) completion of at least 18 credits of the University Studies requirement with a GPA of 2.75 or higher; and (3) completion of Psy 1010, 1100, 1400, and 1410 with a GPA of 3.0 or higher. Application to the department should be made during the semester in which these prerequisites will be completed.

General Undergraduate Psychology Major:

Required Courses (22 credits), plus

Primary Electives (13 credits),

Secondary Electives (6 credits), and

Apprenticeship (6 credits)

Requirements for a psychology major consist of a broad preparation of 22 credits of specified coursework, plus a minimum of 19 credits of approved Psychology elective courses, and 6 credits of an apprenticeship, which allows for integration of coursework knowledge (theory) through application, for a total of 47 credits. At least 28 Psychology credits must be upper-division, 12 of which must be taken at USU. The specific courses required are: Psy 1010, 1100, 1400, 1410, 2800, 3500, 5100, 5330 (22 credits).

Primary electives are: Psy 3210, 3510, 4210 (choose 6 credits); Psy 3460 or Biol 3020 or Psy 3450 (choose 3 credits); Psy 3400, 4420/4430 (choose 4 credits). Secondary electives are: Psy 1210, 2100, 3660, 4230, 4240, 4510, 5200, Psy/FHD 3120, Psy/PEP 4000, Psy/PEP 5050, Psy/ComD 5670, Psy/SpEd 5720 (choose 6 credits). Required Apprenticeship courses are: Psy 5950, 5960 (6 credits). A minor is required. A minimum overall USU GPA of 2.75 is required for graduation, with a minimum GPA of 3.0 in Psychology. Students must receive a grade of C- or higher in all psychology courses (USU and transfer) in order to have them counted toward graduation. (Students desiring licensure for teaching in secondary schools must also meet the requirements of the Secondary Education Department.)

To graduate with a major in psychology, students must meet a minimum end-of-level competency in all of the Psychology courses that they have been required to (or have elected to) take to fulfill the requirements of the psychology major. Students' end-of-level competencies are demonstrated by verifying how much information they have actually retained in given subject areas *later* in their college careers. Currently, students demonstrate their end-of-level competency by completing appropriate area tests within the context of Psy 5950 and 5960. It is recommended that students enroll for Psy 5950 the semester immediately following admission to the psychology major.

Undergraduate Psychology Minor:

Required Courses (10 credits), plus

Elective Courses (8 credits minimum)

For a Psychology Minor, students must complete the following courses (10 credits): Psy 1010; Psy 1100 or 2100; Psy 1400, 1410. Also, at least 8 credits must be selected from courses listed as required or primary electives for the Psychology Major. The student's grade point average for all psychology courses, USU or transfer, must average 3.0 or above to qualify for credit toward the minor. At least 12 credits of the 18 required credits must be completed at USU. Students must receive a grade of C- or higher in all psychology courses (USU and transfer) in order to have them counted toward graduation.

Psychology Teaching Major:

Required Psychology Courses (27 credits), plus

Elective Psychology Courses (13 credits)

Requirements for a Teaching Major in Psychology broadly consist of 27 credits of specified psychology coursework and 13 credits of elective psychology coursework, for a total of 40 credits in psychology. Only 16 of these 40 psychology credits may be taken in lower-division courses. The remaining 24 credits must be received in 3000- or 4000-level psychology courses. At least 12 of the upper-division credits must have been earned in courses completed at USU. A minor in another field of study is also required. Prospective teachers must complete 35 credits of the Secondary Teacher Education Program (STEP) in the Department of Secondary Education. Required GPA for psychology courses is 3.0. Students must receive a grade of C- or higher in all psychology courses (USU and transfer) in order to have them counted toward graduation.

Undergraduate Psychology Teaching Minor

Required Psychology Courses (15 credits), plus

Elective Psychology Courses (3 credits)

Students who choose to pursue a psychology teaching minor must complete Psy 1010, 1100, 1400, 1410, 2100, and 3660, for a total of 15 semester credits. At least 12 credits of the 18 required

credits must be completed at USU. In addition, they must select at least one 3-credit class from the list of courses required for or serving as primary electives for the psychology major. Required GPA for psychology courses is 3.0. Students must receive a grade of C- or higher in all psychology courses (USU and transfer) in order to have them counted toward graduation. Finally, they need to fulfill the 35-credit requirement for the Secondary Teacher Education Program (STEP) in the Department of Secondary Education.

Skill Tracks for Undergraduate Majors in Psychology

The following skill tracks can be completed as part of a student's major in Psychology. A skill track represents a cluster of courses that help provide more comprehensive knowledge and practical skill in particular areas. After admission as a major in Psychology, students may apply for admission to a skill track. Completing a skill track requires careful planning, so that skill track courses and all other required and elective courses for the major are fulfilled. Enrollment in a skill track is entirely optional for majors.

Behavior Analysis Skill Track. The following cluster of courses will provide psychology majors with a basic foundation in experimental and applied behavior analysis: Psy 1400, 1410, 3400, 4910, 5720; SpEd 5010, 5050; Biol 3010; and Phil 4320 or 4900.

Interpersonal Relationships Skill Track. The following cluster of courses will assist psychology majors in systematically developing a broad range of interpersonal relationship skills, such as listening, assertiveness, negotiation, conflict resolution, anger management, etc.: Psy 1210, 3210, 3510, 4210, 4510, 5200; MHR 3710.

Graduate School Preparation Track. The major in Psychology has been designed so that students take classes that will help them compete in applying for graduate school. Students completing the graduate school track need to become actively involved with faculty research, form an association with Psi Chi, and enroll in independent research and readings courses. Students should also take a course covering use of statistical software (e.g., SPSS), offered through FHD or Sociology. Furthermore, it is recommended that students take at least one upper-division course in statistics from Psychology, FHD, or Sociology.

Psychology Courses Fulfilling University Studies Requirements

The following Psychology courses may be used to fulfill University Studies requirements, in the areas indicated:

Breadth Social Sciences (BSS): Psy 1010.

Depth Social Sciences (DSS): Psy 3210, 3400, 3500, 3510, 4210, 4230, 4240, 4420.

Communications Intensive (CI): Psy 4510, 5200, 5950, 5960.

Quantitative Intensive (QI): Psy 2800.

Although these courses may be applied toward fulfilling the University Studies breadth, depth, communications intensive, and quantitative intensive requirements, students must be prepared to complete additional writing or library assignments, as required for University Studies.

Important Contingencies for Psychology Courses

Prerequisites for Psychology courses are *strictly enforced*. The prerequisites are indicated, at the end of course descriptions, within the Psychology course listings (see pages 412-416).

A student must be admitted as a psychology major *or* must complete *at least* 45 semester credits with a GPA of 3.0 or higher prior to taking psychology courses numbered 3000 or above. However, students who have been admitted to the Teacher Education program may take Psy 3660, provided they have met the prerequisites. A student must be admitted as a psychology major *or* must complete *at least* 60 semester credits with a GPA of 3.0 or higher prior to taking psychology courses numbered 4000 or above.

Students desiring to receive credit for courses taken previously at other institutions will need to assure the Undergraduate Advising Office that the substitute class contained the requisite laboratory experience (where applicable).

Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting (1) the General Education/University Studies requirements in effect when they initially enrolled and (2) the major requirements in effect when they officially declared their major, even though there may have been changes in General Education/University Studies and major requirements since that time. Students who have not completed the baccalaureate requirements within seven years of their initial enrollment at USU must have their General Education/University Studies and major requirements evaluated and approved by their department head and dean. However, exceptions to this seven-year policy may be necessary for mandated changes in degree requirements.

Undergraduate psychology coursework (USU or transfer) that is *more than eight years old* may *not* be used toward meeting the specific psychology coursework requirements for a psychology major or psychology minor. However, the Psychology Department Undergraduate Committee may allow revalidation through testing. Testing arrangements may be made by contacting Tara Johnson by e-mail at tjohnson@coe.usu.edu.

Graduate Programs

Admission Requirements

Admissions requirements vary somewhat across Psychology graduate programs. However, applications submitted to the School of Graduate Studies must include the following: (1) transcript showing completion of undergraduate course prerequisites, plus any recommended coursework; (2) report of (GRE) test scores from ETS; (3) GPA of at least 3.2, covering the last 60 semester credits; (4) three letters of recommendation; and (5) a statement of professional goals and intent. The department requires a minimum GRE combined (Verbal and Quantitative) score of at least 1,100 for all programs.

The deadline for submitting applications for the Combined Clinical/Counseling/School Psychology PhD program is **January 15**. Applications for the Research and Evaluation Methodology PhD program are reviewed throughout the year. The application

deadline for the MS School Psychology program is **March 1**. Applications for the MS program in School Counseling must be submitted by **June 1** during odd-numbered alternate years (e.g., 2003, 2005, etc.). With the exception of the PhD program in Combined Clinical/Counseling/School, applications for programs may be accepted after these dates if openings still exist.

Students are admitted to Psychology master's degree programs, including School Psychology and School Counseling, following completion of a bachelor's degree. Prospective PhD program students can compete for admission to the Combined Clinical/Counseling/School program or the Research and Evaluation Methodology program if they possess either a bachelor's or a master's degree.

Prerequisites for Admission to Graduate Programs

Applicants to the Master of Science (MS) and Doctor of Philosophy (PhD) program are advised that they should possess a broad base of knowledge at the undergraduate level in a *substantive subgroup* of the following: general psychology, human development, learning theory, cognition, personality theory research, psychometrics, elementary statistics, history and systems, physiological, sensation and perception, and social psychology. The absolute prerequisites for each graduate program are outlined below, along with a listing of graduate program course requirements for each program.

Psychology MS Programs

School Psychology, NASP-accredited

USU's nationally accredited program in school psychology emphasizes child development issues, assessment and treatment of emotional and behavioral disorders, and traditional psychoeducational assessment and consultation activities appropriate to school settings. The program is approved by the Utah State Office of Education for certification of school psychologists. Students are required to complete either a research thesis (Graduate School Plan A option), or a major literature review/synthesis paper (Plan B).

Absolute undergraduate course prerequisites for admission to the MS in School Psychology are as follows: (1) *Elementary Statistics*; (2) *Theories/Research in Learning*; (3) *Abnormal Psychology*; and (4) *Theories/Research in Personality*.

The MS in School Psychology requires a **minimum of 60 semester credits**. The following courses are required: Psy 6150, 6220, 6270, 6290, 6310, 6330 or 6600, 6340, 6350, 6360, 6380, 6410, 6450, 6460, 6530, 6570; Psy 6650 or 6660; Psy 6880, 6890, 6950; and Psy 6970 (2-6 credits).

School Counseling

This program has been designed to help students earn an MS degree in psychology, with appropriate coursework for certification as a school counselor. School counselors are commonly employed by public and private elementary and secondary schools to provide educational/vocational guidance and counseling services. The program is approved by the Utah State Office of Education. It is offered via a live, video distance education system (EDNET). This program is not designed to meet the requirements for the Professional Counselor license (mental health).

Absolute undergraduate course prerequisites for admission to the MS in School Counseling are as follows: (1) *Developmental Psychology*; (2) *Abnormal Psychology*; (3) *Theories/Research in Personality*; and (4) *Psychological Statistics (or equivalent)*.

The MS in School Counseling requires **40 total semester credits**. The following courses are required: Psy 6150, 6220, 6240, 6250 (10 credits), 6260, 6290, 6330, 6350, 6370, 6460, 6660.

PhD Programs

Combined Clinical/Counseling/School Psychology, (APA-accredited)

This program integrates the theory and practice of psychology common to the disciplines traditionally denoted as clinical, counseling, and school psychology. It subscribes to the scientist-practitioner model, and students completing the program will commonly enter professional practice in VA hospitals, mental health centers, hospitals, clinics, and academic settings. The program provides an excellent balance of research and practitioner skill training. Entering BS students can opt to earn an MS degree in either school counseling or school psychology prior to the PhD. A research thesis and dissertation are required of all students. The combined program provides generalized training, along with three areas of specialization. The emphasis areas are designed for students to begin systematically developing a specialty area in line with their future career goals. The three areas of specialization, which mirror faculty interest and expertise, are health psychology/neuropsychology, child clinical (with or without a school psychology emphasis), and rural and minority psychology. The program is also affiliated with the American Indian Support Project, one of the nation's most successful programs for training and mentoring American Indian PhD psychologists.

Absolute undergraduate prerequisites for admission to the PhD program in Combined Clinical/Counseling/School are as follows: (1) *Elementary Statistics*; (2) *Theories/Research in Learning*; (3) *Abnormal Psychology*; and (4) *Theories/Research in Personality*.

The Combined Clinical/Counseling/School Psychology PhD requires **103 total semester credits**, including the following: (1) *MS counseling psychology degree curriculum*: Psy 6290, 6310, 6320, 6350, 6360, 6570, 6600, 6880, 6970; and (2) *PhD program courses*: Psy 6220, 6510, 6530, 6610; Psy 6650 or 6660; Psy 7100, 7250, 7270, 7350, 7360, 7370, 7670, 7910, 7950, 7970; 6 credits of electives. **Note:** The MS counseling psychology degree is available *only* to students matriculated into the PhD Clinical/Counseling/School program.

Research and Evaluation Methodology (REM)

The department offers a PhD program in research and evaluation methodology. The program is designed to produce specialists in research and evaluation methodology capable of contributing to the knowledge base in psychology and education, and of evaluating programs, products, and processes employed in these two fields. While satisfying the department's general requirements, students may design their programs to become specialists in evaluation, applied research, basic research, or functional combinations of these roles. A research thesis and/or dissertation are required of all students.

Absolute undergraduate prerequisites for admission to the PhD program in Research and Evaluation Methodology are as follows: (1) *Elementary Statistics*; (2) *Psychometrics*; and (3) *History and Systems of Psychology*.

The Research and Evaluation Methodology PhD requires a **minimum of 72 total credits** past the MS degree, including the following: (1) **REM MS degree curriculum:** Psy 6010, 6530, 6570, 6600, 6610, 6650, 6660; Psy 6970 (8 credits); (2) **REM PhD degree curriculum:** Educ 6770; Psy 6930, 7020, 7030, 7050, 7060, 7070, 7080, 7090, 7670, 7700; Psy 7970 (12 credits).

Additional Requirements for Psychology PhD Programs

All PhD candidates must meet the following general core requirements, regardless of specialty emphasis: (1) submission of an article for publication in a recognized journal; (2) presentation of research findings at a regional or national convention or professional meeting; (3) completion of the doctoral dissertation; (4) a comprehensive literature review; (5) completion of the research core; and (6) completion of an apprenticeship or internship. Students in the Professional-Scientific PhD program must also complete a formal case presentation, and compete nationally for admission to an APA-approved, 2,000-hour predoctoral internship. The REM program has an additional requirement of a grant proposal.

Research Opportunities for Students

Departmental faculty are heavily involved in programmatic research. A sampling of the diverse research interests of tenured and tenure-track faculty available to students includes: *Ascione*—prosocial, moral development, domestic violence, relation between cruelty to animals and psychopathology; *Chavajay*—relations between culture and cognition, developmental psychology; *Cheney*—behavioral pharmacology, basic operant learning; *Crowley*—anxiety, depression, supervision and training; *DeBerard*—health psychology, behavioral medicine, spinal surgery outcome and technique efficacy; *Domench Rodriguez*—Latino family dynamics, parent training programs; *Ferguson*—social skills, guilt/shame development, social cognition; *Gallier*—social and dating relationship processes and dynamics in adolescence and rural mental health service delivery; *Gilbertson*—early intervention and prevention of behavior problems, school psychology; *Gimpel*—ADHD, behavioral disorders of children; *Hayashi*—quantitative methods, psychometrics; *Julnes*—evaluation theory, human service delivery, family; *Lehman*—Web/Internet learning variables and efficacy, educational psychology; *Masters*—exercise and health, health psychology, therapy outcome, religion and health; *Osborne*—experimental and applied behavior analysis; *Roberts*—early intervention with families of young children, community-based systems of services; *Stein*—addictive behaviors and models, drug and alcohol prevention/treatment; *J. Tszanz*—neuropsychology of Alzheimer’s disease and other dementias; *White*—educational research, hearing loss detection in infancy and program evaluation.

Graduate Student Financial Assistance

Financial support for students enrolled in terminal MS programs is limited. MS students should meet with their academic advisor for information about possible assistantship opportunities.

PhD students are guaranteed an assistantship for at least their first year. However, for at least the last 15 years, 100 percent of

PhD students have continued to enjoy assistantship support beyond their first year, if they desired it. The department has available a number of teaching assistantships. Though these are generally awarded to students matriculated in psychology PhD programs, they are occasionally given to exceptional MS students. Also, faculty in the department and college regularly offer research assistantships to graduate students, as does the Counseling Center and a variety of on- and off-campus facilities (e.g., Center for Persons with Disabilities, Bear River Mental Health Center, Head Start, and Early Head Start). Additionally, first-year psychology PhD students typically compete extremely well for several University Fellowships, which were established to attract top student scholars to USU. Furthermore, the department has some scholarship support specifically available to psychology graduate students (e.g., Walter Borg and Elwin Nielsen scholarships). Finally, in accordance with current School of Graduate Studies policy, PhD students may qualify for full tuition remission for up to 70 credits within their program.

Psychology Courses (Psy)

Note: Prerequisites for Psychology courses are *strictly enforced*. In the course listings below, prerequisites are indicated at the end of course descriptions. See page 410 for *important contingencies for Psychology courses*.

Psy 1000. University Survival. Based on young adult psychological development theory, course is designed to provide students with the opportunity to understand the expectations and challenges of university life and the normal transitional issues at this stage of young adult/psychological development. Introduces learning strategies for academic success and behavioral strategies to cope with the university environment. (2-3 cr) (F)

Psy 1010 (BSS). General Psychology. Explores basic areas of psychology, and how each explains human thought and behavior at the individual, familial, and cultural levels. (3 cr) (F,Sp,Su)

Psy 1100. Developmental Psychology: Infancy and Childhood. Introduction to psychological development with emphasis on perceptual, language, cognitive, and social development in children. Prerequisite: Psy 1010. (3 cr) (F,Sp)

Psy 1210. Psychology of Human Adjustment. Examination of life situations affecting human adjustment to everyday living, with emphasis on practical applications. Prerequisite: Psy 1010. (3 cr) (F,Sp,Su) ©

Psy 1220. Career and Life Planning. Students assess and clarify their interests, values, skills, and temperaments. Emphasizes discovering relationships between these personal characteristics and the realities of educational and employment opportunities. Explores setting goals, creating action plans, and coping with change. (3 cr) (F,Sp)

Psy 1400. Analysis of Behavior: Basic Principles. A laboratory course about the scientific methods used in the study of animal and human behavior. Prerequisite: Psy 1010. (3 cr) (F,Sp,Su)

Psy 1410. Analysis of Behavior: Basic Principles Lab. Laboratory experience accompanying Psy 1400. Prerequisite: Psy 1010. (1 cr) (F,Sp,Su)

Psy 1730. Strategies for Academic Success. Orients students to the systems, tools, and resources unique to higher education that are needed to maximize academic success (e.g., library, computer lab use, etc.). Also helps students develop critical thinking, study, and learning strategies necessary for college success. (1-3 cr) (F,Sp)

Psy 1750. Comprehension Strategies for College Reading. Practical course emphasizing application of strategies and development of critical thinking skills needed to comprehend and distill meaning from college-level texts. (1 cr) (F,Sp)

****Psy 2100. Developmental Psychology: Adolescence.** Characteristics of adolescents and their psychological, educational, and adjustment problems are discussed in detail. Prerequisite: Psy 1010. (3 cr) (Sp)

Psy 2250. Introductory Cooperative Work Experience. Educators and employers cooperate to provide opportunities for students to apply classroom theory and principles in job environments, thereby gaining practical experience in their field. Prerequisite: Approval of Psychology Department coop education counselor. (1-6 cr) (F,Sp,Su) ®

Psy 2800 (QI). Psychological Statistics. Elementary study of statistical procedures in handling test scores and other data, and of the concepts needed for each current type of educational and psychological literature. Prerequisite: Stat 1040. (3 cr) (F,Sp)

Psy 3120. Abuse and Neglect. Students examine causes, treatment, and laws associated with family violence, including child abuse and neglect, partner abuse, and elder abuse. Prerequisite: FHD 1500 or Psy 1100. Also taught as FHD 3120. (3 cr) (F,Sp,Su) ©

Psy 3210 (DSS). Abnormal Psychology. Introduction to “abnormal” human behavior. Covers characteristics, etiology, and treatment of a variety of psychological disorders. Prerequisite: Psy 1010. (3 cr) (F,Sp) ©

Psy 3400 (DSS). Analysis of Behavior: Advanced. In-depth examination of principles introduced in Psy 1400. Considers principles governing more complex human and animal behavior, as well as emotional and motivational factors in behavior. Lab included as part of credit. Prerequisites: Psy 1400 and 1410. (4 cr) (Sp)

Psy 3450. Perception and Psychophysics. Analysis of how sensory processes and principles help determine behavior. Introduction to methods used to measure sensory-determined behavior. Methods, results, and principles of sensory communication. Lab required as part of 3 credits. Prerequisite: Psy 1010. (3 cr) (F)

Psy 3460. Physiological Psychology. Introductory course examining relationship between central system anatomy and physiology, and behavior and emotional functioning. Also considers neural and biochemical substrates of behavior. Lab required as part of 3 credits. Prerequisite: Psy 1010. (3 cr) (Sp)

Psy 3500 (DSS). Scientific Thinking and Methods in Psychology. Social science research is commonly reported by the media, and by political and governmental interests. Students learn how to legitimately interpret such research through a study of accepted research methods and analysis procedures, and through critical study of the common interpretive mistakes made by media writers. Prerequisites: Psy 1010 and 2800. (3 cr) (F,Sp)

Psy 3510 (DSS). Social Psychology. Study of the individual in society; problems, theories, and methods of social psychology; will relate reading assignments to current social issues. Prerequisite: Psy 1010. (3 cr) (F,Su)

Psy 3660. Educational Psychology for Teachers. Principles and practices for development of conditions for effective learning. Lab required. Prerequisite: Psy 1100 or 2100. (2 cr) (F,Sp)

*****Psy 4000. Mental Aspects of Sports Performance.** Provides an understanding of theory and applications in the specialty area of sports psychology, including enhancement of motivation and performance, stress, anxiety, aggression and time management, and the relation of these issues to physical development and coaching styles. Also taught as PEP 4000. (3 cr) (F,Sp,Su)

Psy 4210 (DSS). Personality Theory. Explanatory study of various personality theories, their origin, and approaches to the understanding of human behavior. Prerequisites: Psy 1010 and 2800. (3 cr) (Sp) ©

Psy 4230 (DSS). Psychology of Gender. Critical analysis of evidence for sex differences, gender roles, the effect of gender on traditional psychology, and other topics, including parenthood, cultural influence, and sexual orientation. (3 cr) (Sp)

Psy 4240 (DSS). Multicultural Psychology. Explores cultural influences on basic psychological processes, including perception, cognition, language, emotion, intelligence, attitudes, values, and intergroup relations. Prerequisite: Psy 1010. (3 cr) (F)

Psy 4250. Advanced Cooperative Work Experience. Cooperative education work experience position; increased level of complexity and a more professional level of experience as student advances toward completion of the program. Prerequisite: Approval of Psychology Department cooperative education coordinator. (1-12 cr) (F,Sp,Su) ®

Psy 4420 (DSS). Cognitive Psychology. In-depth study of basic concepts, methods, and theories involved in perception, memory, and thinking. Lab required. Prerequisite: Psy 1010. (3 cr) (Sp)

Psy 4430. Cognitive Psychology Laboratory. Required laboratory, designed to accompany Psy 4420. Focuses on conducting cognitive experiments via computer simulations and sampling data collection. Designed to increase skills in designing data collection and interpreting experimental data. (1 cr) (Sp)

Psy 4510 (CI). Effective Social Skills Interventions. Examination of theory and practice of social skills training with children, adolescents, and adults. Prerequisites: Psy 1010, 1100, and either Psy 3210 or 3510. (3 cr) (Sp)

Psy 4910. Undergraduate Research Creative Opportunity. A cooperative process of discovery, investigation, research, or creativity between faculty and one or more students. Prerequisite: Approval of Psychology Department URCO coordinator. (1-3 cr) (F,Sp,Su) ®

Psy 4920. Practicum. Field work in applied psychological setting at BS level. (1-3 cr) (F,Sp,Su) ®

Psy 5020 (d6020).¹ Multicultural Issues in Psychology. Examines role of culture in human development, with emphasis on understanding relations between culture, ethnicity, and identity and how images of “cultural selves” and “cultural others” are produced and “naturalized.” (3 cr) (F)

Psy 5050 (d6050). Psychological Aspects of Sports Performance. Psychological theory and principles applied to sports. Includes motivational techniques, psychological evaluation, stress and anxiety in sports, personality and sports performance. Also taught as PEP 5050/6050. (3 cr) (Sp)

Psy 5100 (d6100). History and Systems of Psychology. Theoretical and historical developments in psychology with primary emphasis on nineteenth and twentieth century developments, although earlier precursors are also considered. Prerequisite: Psy 1010. (3 cr) (Sp)

Psy 5200 (CI). Introduction to Interviewing and Counseling. Theory, models, and practice in basic principles of interviewing and counseling, including listening skills, facilitation of verbal interaction, gathering information, attending to nonverbal behavior, interpersonal dynamics, and promoting helping relationships. Prerequisites: Psychology major or minor, matriculation in master’s program requiring Psy 5200, or consent of instructor. (3 cr) (F)

Psy 5330 (d6330). Psychometrics. Overview of measurement development principles and statistics. Evaluation, interpretation, and uses of standardized tests of aptitude, intelligence, achievement, personality, and adjustment. Prerequisites: Psy 1010, 2800. (3 cr) (F)

Psy 5500. Interdisciplinary Workshop. (1-3 cr) (F,Sp,Su) ®

Psy 5670. Psychological Principles and Individuals who are Deaf and Hard of Hearing. Psychological theories and research used to describe the deaf and hard of hearing. Exploration of principles that can be used in helping these individuals achieve emotional well-being. Also taught as ComD 5670. (3 cr) (Sp)

Psy 5720. Behavior Analysis Practicum. Students receive supervised training in applying behavior analysis principles in community, school, and institutional settings.

Either SpEd 5050 or Psy/SpEd 5720 fulfill part of practicum requirement for Behavior Analysis track. Prerequisite: Permission of instructor. Also taught as SpEd 5720. (3 cr) (F)

Psy 5900. Independent Study. Individual discussion and intensive study of a particular problem or area. Prerequisite: Instructor's consent. (1-3 cr) (F,Sp,Su) ®

Psy 5910. Independent Research. Experiments and demonstration projects are conducted and reported. Prerequisite: Instructor's consent. (1-3 cr) (F,Sp,Su) ®

Psy 5930. Instructional Apprenticeship in Psychology. Didactic and applied experience in course preparation and instructional techniques applicable to the teaching of psychology. Intended for students planning careers as instructors at the secondary and postsecondary levels. Prerequisite: Instructor's consent. (1-3 cr) (F,Sp,Su) ®

Psy 5950 (CI). Undergraduate Apprenticeship I. Orientation to profession of psychology. Students clarify career goals, identify steps necessary to achieve goals, prepare a vita, plan and begin executing their apprenticeship experience with faculty member(s) or approved agency, and present progress reports to diverse audiences. Prerequisites: Psychology major, junior standing, and consent of on-campus USU Psychology Advising Office. (3 cr) (F,Sp)

Psy 5960 (CI). Undergraduate Apprenticeship II. Under supervision of departmentally approved agency and/or faculty member(s), students complete their pre-approved apprenticeship, which involves conducting research and/or providing community service. Students prepare a report of this experience and present it to diverse audiences. Prerequisites: Psy 5950, Psychology major, senior standing, and consent of on-campus USU Psychology Advising Office. (3 cr) (F,Sp)

Psy 6010. Introduction to Program Evaluation: Evaluation Models and Practical Guidelines. Alternative approaches and practical guidelines for conducting evaluation studies. Through case studies and simulations, addresses impact of social, political, and ethical issues on evaluation. Also taught as Educ 6010. (3 cr) (F,Su)

Psy 6020 (d5020). Multicultural Issues in Psychology. Examines role of culture in human development, with emphasis on understanding relations between culture, ethnicity, and identity and how images of "cultural selves" and "cultural others" are produced and "naturalized." (3 cr) (F)

Psy 6050 (d5050). Psychological Aspects of Sports Performance. Psychological theory and principles applied to sports. Includes motivational techniques, psychological evaluation, stress and anxiety in sports, personality and sports performance. Also taught as PEP 6050/5050. (3 cr) (Sp)

Psy 6100 (d5100). History and Systems of Psychology. Theoretical and historical developments in psychology with primary emphasis on nineteenth and twentieth century developments, although earlier precursors are also considered. Prerequisite: Psy 1010. (3 cr) (Sp)

Psy 6150. Behavioral Assessment and Treatment of Childhood Psychological Disorders. Introduction to single-subject treatment designs and basic principles of applied behavior analysis. Behaviorally-oriented treatment approaches for psychological disorders of childhood. Should be taken concurrently with a clinical practicum or assistantship. (3 cr) (Sp)

Psy 6220. Group Counseling. Introduction to theory of group counseling with illustrative experiences to show how theory may be applied. Prerequisite: Psy 6350. (3 cr) (F)

Psy 6240. Introduction to School Counseling and Guidance. Introduction to role and function of school counselors. Overview of history of school guidance and counseling, and role of counselors in comprehensive guidance program. (3 cr) (F)

Psy 6250. Internship in School Counseling and Guidance. Internship in approved school system involving comprehensive guidance activities, under supervision of certified school counselor. (1-10 cr) (F,Sp,Su) ®

Psy 6260. Career Development: Theory and Practice. Consideration of career patterns and factors influencing career development and career effectiveness. (3 cr) (Sp)

Psy 6270. Child Psychopathology. Focuses on issues relevant to the understanding of child emotional and behavioral disorders. Discussion of symptom characteristics, assessment, and treatment protocols, as well as research pertaining to the major mental health problems found in children and adolescents. Prerequisite: Admission to graduate program in psychology or permission of instructor. (3 cr) (F)

Psy 6290. Diversity Issues in Treatment and Assessment. Introduction to diversity issues in counseling and psychological/educational assessment, including culture, gender, language, and related issues. Training in models for providing effective psychological services to clients, taking into account their unique background. Prerequisite: Psy 6350 or instructor's consent. (3 cr) (Sp)

Psy 6310. Intellectual Assessment. Training and supervised experience in administering and interpreting individual intellectual ability tests, such as the Wechsler and Stanford-Binet scales. Prerequisite: Matriculation into School Psychology program or Combined Psychology program. (3 cr) (F)

Psy 6320. Objective Assessment of Personality and Affect. Research bases and clinical applications of objective psychological assessment instruments and techniques, designed to measure adolescent and adult personality, affect, and psychotherapy. Prerequisite: Psy 6310. (3 cr) (Sp)

Psy 6330 (d5330). Psychometrics. Overview of measurement development principles and statistics. Evaluation, interpretation, and uses of standardized tests of aptitude, intelligence, achievement, personality, and adjustment. Prerequisites: Psy 1010, 2800. (3 cr) (F)

Psy 6340. Psychological and Educational Consultation. Overview of theory and practice of consultation as provided by counselors, psychologists, and other mental health education professionals. Consultation with teachers, parents, medical professionals, and organizations, emphasizing applications in educational settings. (3 cr) (F)

Psy 6350. Introduction to Theory and Practicum in Counseling. Introduction to basic theories and techniques of counseling, with applied practice in role-playing, interviewing, and actual counseling sessions with practice subjects. Prerequisite: Matriculation in School Counseling, School Psychology, or Combined Psychology program. (3 cr) (F)

Psy 6360. Practicum in Counseling and Psychotherapy. Supervised practicum in counseling and psychotherapy conducted within Psychology Community Clinic. Closely supervised practice in assessment, counseling, psychotherapy, and consultation with individuals, couples, and families. Prerequisite: Psy 6350. (3 cr) (Sp,Su) ®

Psy 6370. Practicum in School Counseling. Supervised practicum in public school setting, under direction of certified school counselor. Taken by students in School Counseling master's program. (3 cr) (F,Sp,Su) ®

Psy 6380. Practicum in School Psychology. Supervised practicum in school psychology in public school or closely related setting. Taken by second-year students in School Psychology master's program. (3 cr) (F,Sp,Su) ®

Psy 6410. Psychoeducational Assessment. Training and supervised experience in assessment of school-age and preschool-age children. Administration and interpretation of cognitive, developmental, and academic achievement measures, along with other psychoeducational assessment instruments and methods. (3 cr) (Sp)

Psy 6450. Introduction to School Psychology. Introductory overview of field of school psychology. Role and function of school psychologist, historical context of school psychology, and trends and new developments in service provision. Prerequisite: Matriculation into School Psychology master's program or Combined Psychology doctoral program. (1 cr) (F)

Psy 6460. Professional Issues in School Counseling and School Psychology. Legal, ethical, and professional issues relevant to school counselors and school psychol-

ogists. Issues and practices in providing counseling and psychological services to "at-risk" students. Prerequisite: Graduate standing in psychology or instructor's consent. (3 cr) (Su)

Psy 6470. Health Psychology. Explores psychological and behavioral principles relating to health and illness. Focuses on development and maintenance of health behaviors. Emphasizes integration of research findings with clinical intervention. Prerequisite: Graduate standing in Psychology; or graduate standing in Health, Physical Education and Recreation. (3 cr) (F)

6500. Interdisciplinary Workshop. Series of self-instructional modules and videos and a variety of elective training. Module topics include developmental disabilities, legal aspects and issues, assessment, intervention, assistive technology, transition, and prevention/intervention for aggression and violence. (1-2 cr) (F,Sp,Su) ®

*****Psy 6510. Social Psychology.** Provides all graduate students with common knowledge base in social psychology. Emphasizes overview of recent developments, while also discussing social psychology principles as a guide in executing evaluation research and helping clients. Understanding of both emphases ensures breadth as psychologists. Prerequisite: Psy 3510. (3 cr) (Sp)

Psy 6530. Developmental Psychology. Advanced survey course in general developmental psychology. Theory and research in human development across the lifespan, with particular emphasis on child and adolescent development. (3 cr) (F)

Psy 6570. Introduction to Educational and Psychological Research. Provides introduction to research methods, including identification of research problem, review and evaluation of research literature, and design and implementation of research project. Prerequisite: Psy 2800. Also taught as Educ 6570. (3 cr) (F,Sp,Su)

Psy 6600. Measurement, Design, and Analysis I. Integrates concepts in measurement, research design, and statistical analysis for research in psychology and education. Emphasizes experimental design, correlation, regression, and general linear model. Prerequisites: Psy 2800, Educ/Psy 6570. Also taught as Educ 6600. (3 cr) (F,Sp,Su)

Psy 6610. Measurement, Design, and Analysis II. Builds on content of Educ/Psy 6600, and extends measurement, research design, and statistical analysis concepts to include within-subject and factorial designs, analysis of variance and covariance, and introduction to factor analysis and structural equation modeling. Prerequisite: Educ/Psy 6600. Also taught as Educ 6610. (3 cr) (F,Sp,Su)

*****Psy 6650. Theories of Learning: The Behavioral Perspective.** In-depth examination of the major behavioral theories of learning, including classical and operant conditioning. (3 cr) (F)

*****Psy 6660. Cognition and Instruction.** Survey of theory and principles in cognitive psychology, with special emphasis on applying these principles in instructional settings. (3 cr) (Sp)

Psy 6750. Empirically Validated Treatments. Emphasizes development of knowledge regarding criteria for determining if a treatment is empirically supported. Explains methods for identifying specific empirically supported treatments. Develops skills for applying these treatments to psychological disorders and for understanding how to evaluate the efficacy of treatments. (3 cr) (Sp)

Psy 6810. Seminar. Special topics designed to help students develop in-depth knowledge of emerging research, theory, and practice in psychology. Taught in seminar format by USU faculty or visiting scholars. (1-3 cr) (F,Sp,Su) ®

*****Psy 6820.2 Clinical Applications of Biofeedback.** Training in clinical applications of biofeedback for treating common health, psychological, and stress related problems. Practical experience provided in use of different modalities of biofeedback (e.g., neurofeedback, skin temperature training, and electrodermal training). Stresses importance of integrating biofeedback into other appropriate treatments. Prerequisite: Graduate standing in psychology or instructor's consent. (3 cr) (F)

Psy 6880. Transcultural Assessment Lab. Psychoeducational assessment laboratory experience to be taken by students in the School Psychology and Combined Psychology programs in conjunction with Psy 6290. (1 cr) (Sp)

Psy 6890. Assessment of Child and Adolescent Psychopathology and Personality. Theoretical foundations and applied training in methods of assessing and classifying behavioral, social, and emotional problems of children and adolescents. Prerequisite: Matriculation into Combined Psychology doctoral program or School Psychology master's program. (3 cr) (Su)

Psy 6900. Independent Study. Individual discussion and intensive study of a particular problem or area. Prerequisite: Instructor's consent. (1-3 cr) (F,Sp,Su) ®

Psy 6910. Independent Research. Experiments and demonstration projects are conducted and reported. Prerequisite: Instructor's consent. (1-3 cr) (F,Sp,Su) ®

Psy 6930. University Teaching Apprenticeship. Prepares graduate students for college teaching. Students learn to prepare study guides, examinations, and lectures, and learn to use audio-visual aids. Students also examine various current methods of instruction and course evaluation schemes. (1-3 cr) (F,Sp,Su) ®

Psy 6950. Internship in School Psychology. Internship in approved school system involving assessment, counseling, consultation, and program development, under the supervision of a certified school psychologist. Prerequisite: Matriculation into School Psychology master's program or Combined Psychology doctoral program. (3 cr) (F,Sp,Su) ®

Psy 6970. Thesis. (1-6 cr) (F,Sp,Su) ®

Psy 6990. Continuing Graduate Advisement. (1-12 cr) (F,Sp,Su) ®

***Psy 7020. Advanced Evaluation Methodology and Techniques.** Provides advanced theory and practice in focus group interviews, on-site visit techniques, observation and anchor scales, multiple-site evaluation standards, and advanced reporting techniques. Prerequisite: Psy 6010. (3 cr) (Sp)

*****Psy 7030. Instrument Development.** In-depth study of factors and techniques critical for designing and developing evaluation and research instruments. (3 cr) (F)

Psy 7040. Practicum in Evaluation Planning and Contracting. Provides detailed information on methods for planning program evaluations, negotiating agreements with client/sponsor, and finalizing evaluation contract. Taught every third year. Prerequisite: Educ/Psy 6010. (3 cr) (Sp)

Psy 7050. Internship in Program Evaluation. Experience in practical aspects of program evaluation through planned, supervised evaluation project participation approved by student's supervisory committee. Prerequisite: Educ/Psy 6010. (1-9 cr) (F,Sp,Su) ®

Psy 7060. Internship in Research. Research experience gained through conducting planned, supervised research project. Prerequisites: Approval by supervisory committee and Educ/Psy 6570. (1-9 cr) (F,Sp,Su) ®

Psy 7070. Advanced Measurement Theories and Practice. Covers psychometric topics, including classical test theory, generalizability theory, item response theory, and issues concerning bias in psychological testing. Prerequisites: Psy 5330/6330, Educ/Psy 6600. (3 cr) (F)

Psy 7080. Multivariate Methods in Psychology and Education. Focuses on application of multivariate methods (factor analytic techniques, structural equation modeling, canonical correlation, multivariate analysis of variance, etc.) in research and measurement in psychology, education, and other social and behavioral sciences. Prerequisites: Psy 5330/6330, Educ/Psy 6600, 6610. (3 cr) (F)

Psy 7090. Research and Evaluation Methodology Program Seminar. Provides opportunity for all doctoral students in the Research and Evaluation Methodology

Program to meet on a regular basis to read journal articles, explore student and faculty research projects, and discuss current issues in the field. (1 cr) (F,Sp) ®

*****Psy 7100. Biological Basis of Behavior.** Explores normal and abnormal behavior from a basic neuroanatomical/neurophysiological perspective. Discusses pharmacological/nonpharmacological applications. (3 cr) (Sp)

Psy 7110. Advanced Theories in Cognitive Psychology. In-depth study of theories, models, and current research in the field of cognitive psychology, including memory, perception, problem-solving, and decision making. Prerequisite: Psy 4420 or 6660. (3 cr) (F)

*****Psy 7230. Theory and Research in Personality.** Overview of theoretical approaches, research, and clinical applications regarding personality differences. (3 cr) (F)

*****Psy 7250. Professional Ethics and Standards.** Designed to train clinicians and researchers in the field of psychology to operate within the professional ethics and standards of the field. (3 cr) (F)

*****Psy 7270. Psychopathology.** Summarizes research on risk, epidemiologic factors, and etiological perspectives regarding emotional and behavioral disorders of adolescents and adults. Models of classification of disorders are outlined, emphasizing the DSM system. Focuses on anxiety, mood, somatoform, dissociative, personality, and psychosexual disorders, as well as schizophrenia, drug/alcohol dependence, violence, and psychological factors affecting physical illness. (3 cr) (F)

Psy 7320. Advanced Personality Assessment. Theory and clinical training in personality assessment, with additional techniques than those covered in Psy 6320. Focuses on the comprehensive scoring system of Rorschach. Prerequisite: Psy 6320 or instructor's consent. (2 cr) (Su)

Psy 7350. Practicum in School Psychology. Doctoral-level practicum in a school or closely related setting. Supervised experience in developmental, learning, and school-related problems. Appropriate assessment and consultation with teachers, administrators, parents, and other related individuals. Prerequisite: Permission of program chair. (3 cr) (F,Sp,Su) ®

Psy 7360. Practicum in Counseling Psychology. Doctoral-level practicum in a counseling setting. Supervised experience in individual, group, and family counseling. Appropriate assessment and consultation. Prerequisite: Permission of program chair. (3 cr) (F,Sp,Su) ®

Psy 7370. Practicum in Clinical Psychology. Doctoral-level practicum in a clinical setting. Supervised experience in individual, group, and family psychotherapy. Includes psychological assessment and consultation. Prerequisite: Permission of program chair. (3 cr) (F,Sp,Su) ®

Psy 7670. Proposal Development. Advanced concepts in designing, writing, and critiquing literature reviews including meta-analysis. Students work with instructor

and their advisor to develop a dissertation proposal. Prerequisite: Educ/Psy 6610, Educ 6770. Also taught as Educ 7670. (1 cr) (F,Sp,Su)

****Psy 7700. Grant Writing.** Students learn to identify funding sources, select strategies for seeking resources, and write proposals for research, development, training, and service activities in education, psychology, and related fields. Prerequisite: Psy/Educ 6570. (3 cr) (Sp)

Psy 7810. Seminar. Special topics designed to help students develop in-depth knowledge of emerging research, theory, and practice in psychology. Taught in seminar format by USU faculty or visiting scholars. (1-3 cr) (F,Sp,Su) ®

Psy 7820. Neuropsychological Assessment Workshop. Discussion and presentation of neurological syndromes and the various techniques of diagnosis and assessment. (2 cr) (Su)

*****Psy 7840.2 Psychopharmacology.** Provides psychology graduate students with basic working knowledge of the field of psychopharmacology and the medical use of psychotropic drugs. Prerequisite: Psy 6320. (1 cr)

Psy 7900. Independent Study. Individual discussion and intensive study of a particular problem or area. Prerequisite: Instructor's consent. (1-3 cr) (F,Sp,Su) ®

Psy 7910. Independent Research. Experiments and demonstration projects are conducted and reported. Prerequisite: Instructor's consent. (1-3 cr) (F,Sp,Su) ®

Psy 7950. Internship in Professional Psychology. One-year, supervised, full-time internship required of doctoral candidates in professional psychology (clinical, counseling, and/or school psychology). Prerequisite: All doctoral coursework completed, with the possible exception of the dissertation if approved by the student's committee, prior to initiating the internship. (1 cr) (F,Sp,Su) ®

Psy 7970. Dissertation. (1-18 cr) (F,Sp,Su) ®

Psy 7990. Continuing Graduate Advisement. (1-12 cr) (F,Sp,Su) ®

¹Parenthetical numbers preceded by *d* indicate a *dual* listing.

²This course is offered infrequently. For more information, contact Psychology Department.

® Repeatable for credit. Check with major department for limitations on number of credits that can be counted for graduation.

© This course is also offered by correspondence through Continuing Education Independent and Distance Education.

*Taught 2002-2003.

**Taught 2003-2004.

***This course is taught alternating years. Check with department for information about when course will be taught.