USF Psychology Department Course Descriptions

Introductory Psychology Requirements:

PSY 2012 Intro to Psychological Science

Introduction to Psychological Science offers an introduction to the science of psychology. The course will present the scientific theories and methods used by psychologists as well as a broad survey of the various areas of psychology. Within each topic area, students will not only learn the core concepts and theories, but will also be exposed to the historical underpinnings, issues of diversity, and the ethical concerns in each area of psychology. The course is designed for both psychology majors and non-majors and is part of the University of South Florida's Foundations of Knowledge and Learning Core Curriculum. It is certified for the Social and Behavioral Core Area and for the following dimensions: Critical Thinking, Inquiry-based Learning, Scientific Processes, and Human and Cultural Diversity. This course is a 3-credit hour course. Two hours consist of lecture and one hour is a lab. While the lecture portion of the course is often large, the lab sessions consist of a smaller class with a graduate student teaching assistant and serve as the student's opportunity to practice what is being taught in the lecture.

Course Objectives: The student who successfully completes this course will be able to:

1. Describe psychology as an empirical science,
2. Describe the evolution of psychology within a sociohistorical context,
3. List and describe the major theories and theorists in psychology,
4. Describe the various fields of psychology, the critical questions within each area and their research methodologies,
5. Describe how psychology relates to everyday life within a cultural heritage, and
6. Think critically about behavior and mental processes.

PSY 3204 Psychological Statistics

Psychological Statistics is a 3-credit hour course, two hours being in lecture and one hour in lab. This course will serve as an introduction to the basics of statistical analysis. You will learn about *descriptive statistics* (how to plot and examine properties of your data) and *inferential statistics* (how to test whether predicted patterns apparent in your descriptives are "real" – they may be random!). More specifically, this course will include (but will not be limited to) coverage of: distributions and their properties, data visualization, correlation and regression, experimental design, the basics of probability, sampling distributions, and significance testing: z tests, t tests, and the analysis of variance (ANOVA). We will work gradually through these topics, and you will get plenty of hands-on experience in your lab section, where you will work with well-known statistics software to analyze data.

Course Objectives:
1. *Measurement*. Learn to define and measure constructs of interest (e.g. "memory retrieval").
2. *Data Analysis*. Learn to analyze your measure (i.e. your Dependent Variable) using statistical techniques, while being mindful of the validity and accuracy of those techniques and of your measure.
3. *Computer Literacy*. Learn to use spreadsheets and software to aid you in analyzing data.
4. *Critical Thinking*. Learn to think critically and carefully about research findings reported, e.g., in various mainstream media.

USF Psychology Department Course Descriptions

PSY 3213 Research Methods in Psychology

This course is an introduction to research methods in psychology. What sorts of claims do psychologists make and how do they support them? You will learn how to evaluate the quality of research though analyzing the kinds of conclusions that psychologists make and the manner in which they collect data to support those conclusions. The course includes a lab section to provide practice and feedback for skill development.

Common Course Objectives for Research Methods: At the end of the course, you should be able to:

1. Describe ethical principles in the conduct of scientific research and apply the principles to given example studies to identify ethical problems.
2. Distinguish scientific knowledge and reasoning from other forms of inquiry (e.g., introspection, reasoning by authority, pseudoscience).
3. Distinguish between theories and hypotheses and generate hypotheses from given theories.
4. Define and apply the following concepts:
    a. Reliability of measurement: test-retest, alternate forms, internal consistency reliability, inter-rater reliability.
    b. Validity of measurement: arguments based on test content, response process, internal structure of measures, relations with other variables, and consequences of testing (fairness, the way people study the content). Does not include internal validity – causal inference; only construct validity as applied to measurement.
    c. Sampling of participants and relations of sampling to external validity.
    d. Internal validity and threats to internal validity: e.g., history, maturation, confounding (third variable) including the three rules for causality (covariance, temporal precedence, internal validity). Include questions on how to fix an internal validity problem by changing the design (e.g., counterbalancing).
    e. Statistical validity: e.g., sample size, effect size, role of outliers, null effects.
5. Identify, apply and interpret results for the following research designs
    a. Correlational
        i. Cross-sectional
        ii. Longitudinal associations (includes cross-lagged)
        iii. Multiple regression
    b. Experimental, both between- and within-subject designs
        i. Basics – Identify Independent variable, dependent variable, random assignment to condition
        ii. Single factor
        iii. Multiple factor
    c. Quasi-experimental and small N designs
        i. Nonrandom assignment to condition
6. Design studies to answer research questions via the scientific method.

USF Psychology Department Course Descriptions

Additional Methods Courses:

CLP 4433 Tests and Measurements

This course introduces concepts, history, principles, developmental process, and applications of psychological testing on various constructs (e.g., ability, interest, and personality). In addition, applications of psychological testing in educational, industrial, and clinical settings are discussed. Over the course of the semester, students will learn the fundamental knowledge of test development processes and principles, and will complete assignments and exams designed to apply this knowledge.

Note: It is highly recommended that students enrolled in this course have a methods background (i.e., the equivalent of a grade C or better in Research Methods in Psychology and/ or Psychological Statistics) to facilitate your understanding of basic statistical and psychometric concepts related to test development and use.

Course objectives:
Upon successful completion of the course, students should be able to:

- Understand basic concepts of psychological testing
- Summarize the implications of testing for society
- Explain scale transformation and norms
- Describe the process of test development
- Interpret results of item analysis and evaluate items
- Evaluate psychometric properties (reliability and validity) of psychological tests
- Describe validity and applications of ability testing
- Describe validity and applications of personality testing
- Describe validity and applications of interest testing
- Describe the roles of psychological testing in decision-making in educational, industrial, and clinical settings

PSY 4205 Experimental Design and Analysis

Experimental Design & Analysis is an advanced course that should *only* be taken by those who have already completed the Research Methods course. The goals of this course are to familiarize yourself with the collection, design, analysis, and reporting of experiments in Psychology. Additionally, you will learn practical tools that are not limited to Psychological research and can be transferred across domains.

By the end of this course you should be able to:

1. Identify different research design types and gather information about a study to identify its different components.
2. Identify the major types of experimental designs including one-way, within-subjects, and factorial designs.
3. Select and conduct the appropriate statistical test for each of these designs using different computer data analysis programs, correctly analyze the data, and make inferences from that data.
4. Confidently and carefully interpret the results of data analyses and clearly communicate those results in graphical and written form.

USF Psychology Department Course Descriptions

Cognitive/Neural Science Courses:

EXP 4204C Perception

This is an upper-level course. It is designed to increase your appreciation and understanding of perception, the mind/brain, and the processes of psychological inquiry. You will learn about basic research and theory in Perception and brain — advanced concepts! You will also be encouraged to appreciate perception more deeply yourself.

Course Objectives:
Specific learning objectives in this course include:

- *Scientific literacy*. Major life-relevant decisions are increasingly being made on the basis of scientific evidence. Therefore, you need to know about data and the scientific process. You will learn about science through concentrated study on the interesting topic of human perception.
- *Understanding of humanity*. Perception is a human process, and it provides an excellent portal into the mind/brain. This class will stimulate thinking about what it means to be human.
- *Problem conceptualization*. Effective thinking about complex problems requires conceptualizing them within theoretical frameworks. Expect to learn some challenging but interesting problem-conceptualizations (theories), and write about them.
- *Fun*. Engaging in perceptual activities will help you learn and have fun. Enjoy!

EXP 4404 Psychology of Learning

This course will cover theoretical, methodological and biological approaches toward understanding learning and memory. The course will be very broad in scope, including an evolutionary perspective on how animals and people process information, learning theory, neurobiological approaches, such as synaptic, cellular and hormonal analysis of memory, and how emotions affect learning, memory and brain function. When you complete this course you should have the conceptual and material background to understand basic concepts in the biology and psychology of learning, memory and behavior.

EXP 4304 Motivation

This course is designed to review the basic theories, research, and applications of human motivation. As an advanced psychology course, it will cover both the historical and contemporary perspectives of motivation, and will include the components of emotion, needs, and cognition in motivation. Throughout the course, emphasis will be placed on applying motivation **concepts** and **research** to both your life and work domains.

Course Objectives:

Four key objectives will be achieved via lectures, class activities, exams, and an applied project.

- Students should clearly understand basic concepts/theories of motivation.
- Students should enhance their critical thinking skills.
- Students should develop their research, writing, and presentation skills.
- Students should understand the practical implications of motivation theories.

USF Psychology Department Course Descriptions

EXP 4680C Cognitive Psychology

Cognitive psychology is a scientific discipline that deals with the basic principles of the mind and brain. "Basic principles" are often answers to simple questions, e.g. 'How do we recognize things we've seen before?' Such simple questions have turned out to be much more complicated than they seem! Cognitive psychologists have developed a number of approaches to studying mental phenomena and their relation to neural processes and overt behavior, often involving clever experimental methods and the application of computational modeling. This course will serve as a survey of cognitive psychology's methods, empirical findings, and theoretical interpretations of human perception, attention, memory, language, reasoning, and decision-making, among others. We will discuss many of these topics from multiple perspectives, via consideration of the historical and philosophical underpinnings of cognitive psychology, the major findings and principles uncovered by cognitive psychologists from the 1950s – 1990s, and contemporary trends and findings in cognitive psychology, including developments in cognitive neuroscience.

PSB 4004C Physiological Psychology

The main objective of the course is to provide the students with an understanding of the brain and how it is related to behavior and other psychological experiences. Students will be expected to walk away from the course with the ability to describe the structure and function of cells within the nervous system, distinguish between the senses, recognize basic biological functions such as sleep, describe learning and memory processes, and explain nervous system dysfunction.

Social/Applied Psychology Courses:

CLP 4143 Abnormal Psychology

The goal of this course is to provide students with an overview of topics related to abnormal psychology. The primary emphasis of this course will be on classification of psychopathology and the symptoms associated with different syndromes; however, the dimensional aspects of abnormal behavior also will be highlighted. Second to this, emphasis will be placed on the associated course and consequences of each condition. Third, we will discuss possible etiologies (causes) of psychological disorders. Lastly, treatment of these disorders will be discussed. Unfortunately, due to time constraints, we won't be able to cover everything related to Abnormal Psychology, including Childhood Disorders.

Upon successful completion of this course, students should be able to:

- Demonstrate knowledge and understanding regarding the history of abnormal psychology, its theoretical conflicts, and its sociocultural contexts;
- Identify appropriate applications of psychology in solving problems, such as the origin and treatment of abnormal behavior;
- Recognize and respect human diversity and understand that psychological explanations may vary across populations and context;
- Describe the dimensional nature of abnormal behavior;
- Evaluate the way deviant behavior is defined in the United States, and how behavior is viewed and labeled as "abnormal" or "normal" differently in various cultures.

USF Psychology Department Course Descriptions

PPE 4003 Personality

Philosophers, scholars and religious thinkers have debated questions about the nature of human beings for thousands of years. The emergence of psychology as a scientific study of human behavior marked the beginning of a systematic approach to the study of human personality. This course consists of an in-depth exploration into the lives and theories of a number of classic personality theorists.

Course Objectives:

- Describe and differentiate between psychoanalytic, humanistic, existential, behavioral, and trait approaches to personality.
- Examine the specific theories in depth, including concepts and principles, explanations for personality development, assessment techniques, and application to treatment of psychopathology.
- Become familiar with the major theorists related to the study of personality, and consider how the historical context and life experiences of each theorist may have influenced their theory of personality.
- Critique the different personality theories and understand what each theory implies about human nature.
- Consider empirical research in psychology that supports, builds from, or refutes theories of personality.
- Identify concepts related to theories of personality in film and literature.
- Apply relevant theories to gain insight into one's own personality.
- Develop an appreciation of personality psychology.

DEP 4053 Developmental Psychology

This course covers biological, cognitive, and social aspects of human development from conception to adulthood. There is an emphasis on processes that explain developmental change. The course begins with a brief introduction to the research designs, methods, and theories in developmental psychology, followed by specific topics in typical human development, including parenting and peer relationships.

Students who successfully complete this course will be able to:

- Describe major theories of development and understand how they are similar and different
- Describe the ways that context influences development
- Understand biological influences on development
- Understand the relative advantages and disadvantages of different methods for studying development
- Identify and recognize typical physical, sensory, social, and cognitive characteristics and behaviors at different developmental states

This course will provide you with knowledge and skills so that you can better understand and evaluate information about human development from conception through adolescence and about parenting. It will also give you a greater appreciation for what typical children are like. We will focus on important concepts and issues in the study of development, major theories of development, and current research findings. In addition, there will be an emphasis on the nature of scientific inquiry in developmental psychology and the ways contexts influence development.

USF Psychology Department Course Descriptions

SOP 4004 Social Psychology

Social psychology is the scientific study of how social situations influence people. This course will provide you with an overview of some of the most important social psychological theories and research findings. We will cover classic and current material, and integrate ideas and findings from different theoretical perspectives as well as different cultures and subcultures. This course also seeks to encourage critical thinking about all course material.

Students who successfully complete this course should be able to:

- Understand and describe social psychology as an empirical science,
- Demonstrate a capacity to think critically about empirical research findings,
- Understand and describe the major topics of inquiry in the field of social psychology,
- Understand and describe major theories in social psychology, including differences and similarities in how these theories explain human social behavior, and
- Describe cultural differences and similarities in social psychological phenomena.

INP 4004 Industrial Psychology

This course is an introduction to Industrial and Organizational (I/O) Psychology, the application of psychology to the workplace. A broad overview of various topics and theories within I/O will be examined (e.g. selection, training, performance appraisal, leadership, teams). The application of major I/O theories will be explored as well as research pertaining to theories and/or applications. The course consists of integrated components of lecture, in-class activities, quizzes, assignments, readings, and independent study. At course completion, students should attain:

- Knowledge on what an I/O psychologist does, and be able to identify and explain some of the major I/O theories
- The ability to interpret research findings and synthesize research in the context of theory, and
- Enhanced critical thinking skills, especially as a consumer of research in applied psychology

Psychology Elective Courses:

PSB 3444 Drugs and Behavior

This class is recommended for students interested in learning about the complexity of human drug consumption on biological, psychological, and social levels. The course will cover basic pharmacology and psychopharmacology as well as specific drug action of seven major classes of drugs. In addition, the course will discuss the societal implications of drug use, including treatment and prevention.

Students who successfully complete this course will be able to:

1. Understand the fundamentals of drug action in the human nervous system
2. Describe major classes of drugs and their effects on the human body
3. Discuss basic models of treatment for substance use disorders

USF Psychology Department Course Descriptions

GEY 4612 Psychology of Aging

This course provides a comprehensive overview of the psychological aspects of aging including:

- The growth of the older population.
- Research methods used to study psychological aging.
- Changes in sensation/perception, health, and cognition with aging.
- How aging affects interpersonal relationships, personality, and psychopathology.
- How diversity (e.g., gender and ethnicity) affect the experience of aging.
- How to analyze and creatively apply research knowledge about aging to practical problems faced by older adults.

This survey course is appropriate for students from all majors who are interested in learning more about the process of aging, and will provide a basis for more advanced course work in the field of aging. Besides theory and research on aging, we will discuss practical issues of importance to all of us who are growing older, or who deal with older parents, clients, or patients. For psychology majors, the course will provide an opportunity to apply general principles of psychology to applied topics in the field of aging. For gerontology majors, an increased appreciation of research methods, theories, and applied techniques from the field of psychology should prove useful.

CLP 4314 Health Psychology

The course is designed as an advanced undergraduate course, which will cover a variety of topics related to Health Psychology (see text and reading list below). The course will take a biopsychosocial approach to health, emphasizing the intersecting role of genetics, biological factors, social factors, psychological factors, and societal factors in the determination of health status. Health is going to be broadly defined as not only physical health, but psychological health, and how the two influence one another. The ultimate goal of the course is to instill an understanding of the holistic nature of health and how multiple factors contribute to one's overall well-being.

SOP 4702 Psychology of Gender

This course is designed to introduce you to the psychological study of gender. Topics will include: What it means to be a male or a female in our society and other societies around the world; how gender develops over the life span; how gender shapes our lives and how the social world shapes our construction of gender; how similar and different males and females are across a number of domains; and how culture, religion, and the media shape and reinforce ideas about gender. The general objectives of the course are for you to:

- Gain an understanding of the means by which psychologists attempt to study gender.
- Gain an understanding of areas of particular relevance to issues of gender relations (e.g. work, violence, parenting, media influences).
- Develop critical thinking skills and a sociopolitical perspective that recognizes how men and women are treated and portrayed in society.

USF Psychology Department Course Descriptions

- Understand the similarities as well as differences between males and females.

CBH 4004 Comparative Psychology

This course, designed for undergraduate students, will provide a survey of the fundamental concepts of comparative psychology. By the end of the semester, you will be expected to have developed a basic understanding of the scientific evolutionary approaches to animal (including human) behaviors.

CLP 4414 Behavior Modification

This course introduces concepts, history, principles, and applications of behavior modification. Over the course of the semester, students will learn the foundations and practical uses of behavior modification principles and complete quizzes and exams designed to apply this knowledge.

Upon successful completion of the course, students should be able to:

- Understand basic concepts of learning models
- Describe the different types of behavior modification procedures
- Design a study to evaluate a behavior modification procedure
- Discuss the principles of reinforcement and punishment
- Define and characterize the extinction process
- Discuss ways to enhance performance
- Define generalization
- Understand self-control and self-administered intervention
- Discuss typical cognitive-behavioral interventions
- Discuss the social, ethic, and legal contexts of interventions

CLP 4134 Abnormal Child Psychology

This course provides an integration of theory, etiology, research, treatment, and prevention of maladaptive behavior from infancy through adolescence. In addition to covering specific types of abnormal behavior that infants, children, and adolescents experience, the course will also explore how to assess these problems, how to treat these problems, and how to work toward prevention of these problems. Throughout the course, discussions will include a focus on ethical consideration of children and adolescents. In keeping with a focus on the context of children's and adolescents' emotional/behavioral problems, issues of gender, race, ethnicity, and socioeconomic status will be considered throughout the course material.

Students who successfully complete this course will demonstrate the ability to:

- Describe and contrast the five main theoretical approaches to child psychopathology;
- Describe the context for the development and maintenance of maladaptive child behavior including factors due to cultural diversity and global issues,
- Describe and contrast the primary risk factors that are associated with increased risk for childhood psychopathology and the primary protective factors that are associated with decreased risk for childhood psychopathology,
- Identify behavioral and psychological symptoms in real-life cases of childhood psychopathology

and map those symptoms on to the existing diagnoses in abnormal child psychology.

EXP 4640 Psychology of Language

This course is designed to introduce students to the broad field of Psychology of Language (Psycholinguistics): the scientific study of language comprehension, production and acquisition. We cover topics such as word processing, sentence processing, reading, speech production, bilingualism, etc. Students will learn how, despite its complexity, language processing is something that humans do easily and quickly. We will investigate both how we achieve successful language use and how the language processing system breaks down and what this implies about its structure and function. Although there have been many advances in our understanding of how the human mind processes language over the past decades, many questions remain unanswered. For this reason, students will be introduced to the basics of the scientific method (theory development, experimental design, and data interpretation) and are encouraged to come up with their own empirical questions about the psychology of language. Class sessions will not just involve lecture, but rather active learning activities that are designed to help students "think like a language scientist," therefore, student participation in class is a substantial component of the course.

By the end of this class, students should be able to:

- Define and describe different levels of representation of language (e.g., letters/characters, sounds, words, units of meaning, grammar, discourse, etc.).
- Identify examples of language that are difficult to understand (e.g., newspaper headlines, ambiguous language) and explain where in the language processing system this difficulty arises.
- Identify and explain differences and similarities across different language systems (e.g., English, Spanish, Chinese, American Sign Language, animal communication, written vs. spoken language, etc.) and the constraints that those systems impose on the producer/comprehender's cognitive processing system.
- Understand prominent models/theories of language processing (including their strengths and limitations) and why they are useful.
- Design and evaluate empirical studies that would test theories or phenomena of language processing.