

### NB3 National Board Standards in Your Classroom (1 non-degree)

Designed for individuals who are currently teaching in a classroom setting. Teachers are introduced to the mission, goals, and processes of the National Board for Professional Teaching Standards. At the same time they explore and determine their levels of interest in seeking National Board Certification. While the course encourages teachers to seek National Board Certification, it also serves as an opportunity for teachers to critically consider strategies to improve their teaching and to impact student learning. Teachers investigate and demonstrate “best teaching practices” across their specific curricula and grade level (K-12) through the use of professional journals and reference materials, production of a professional reading report, designing and executing a content improvement plan, videotaping a lesson, implementing new differentiated instructional strategies, and creating an essay about the videotaped lesson with learning strategy implementation using descriptive, analytical and reflective writing. Pass/fail grading. Offered fall, spring, and summer.

## PSYCHOLOGY

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Because psychology has developed as essentially an interdisciplinary subject, historically related to philosophy and biology, it is well-suited as a major for students seeking a diversified education that will advance understanding of themselves and others. In addition, those students desiring to enter one of the specialties of professional psychology that requires the master's degree or the doctorate will find the psychology curriculum specifically designed to provide appropriate preparation for graduate study.

### Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
PSY 201 General Psychology	3
One of the following Natural Sciences courses: PSY 341 Cognitive Development PSY 348 Language Development PSY 362 Motivation PSY 370 The Construction of Perceptual Reality PSY 377 Nature of Human Consciousness	3

PSY 388 Cognition PSY 455 Biological Psychology	
One of the following Social Sciences courses: PSY 327 Social Psychology PSY 337 Advanced Developmental Psychology PSY 355 Theories of Personality PSY 374 Adolescent Development PSY 466 Abnormal Psychology PSY 468 Current Psychoanalytic Theories	3
One of the following Applied Psychology courses: PSY 322 Organizational Psychology PSY 324 Group Dynamics PSY 333 Assessment of Individual Differences PSY 350 Psychology and the Law PSY 445 Ecopsychology	3
All of the following Research Methodology courses: PSY 310 Quantitative Analysis of Research Data PSY 320 Designing and Evaluating Research in Psychology PSY 480 Original Research Project Additional psychology courses at the 200 level	9  3
Additional psychology courses at the 300 or 400 level	12
MATH 106 Statistics	3
<b>TOTAL</b>	<b>39</b>

Due to the interdisciplinary nature of our subject, students who are considering becoming psychology majors should work closely with their academic adviser in selecting general studies and elective courses that will provide them with necessary background knowledge. Courses in the humanities and the natural sciences are particularly appropriate.

**The Psychology Major With an Internship in Health and Human Services**

Students who wish to be most advantageously prepared for employment in a helping profession immediately after earning their bachelor degrees should confer with a faculty member in our Health and Human Services department for advice in scheduling certain additional courses that are prerequisites for being placed as an intern with a local community agency during their senior year. These courses include HHS 201, 302, either PSY/HHS 337 or HHS 338, and 401.

**The Psychology Major as Preparation for the Health-Care Professions**

Students expecting to enter schools of medicine, dentistry, or other health-care fields after earning their bachelor degrees can major in psychology as undergraduates and still have time to take essential courses in the natural sciences. Practitioners who are able to consider the psychological factors that contribute to their patients' complaints and reactions to treatment often find that having access to this perspective improves their diagnostic and therapeutic effectiveness. The College's pre-med adviser is prepared to describe how this curricular integration can be achieved through careful planning.

**Minor Requirements**

COURSE NUMBER AND TITLE (See p. 32 for general minor requirements)	SEM. HRS.
One general survey course: PSY 201 or 477	3
One of the following Natural Sciences courses: PSY 277, 362, 341, 348, 370, 377, 388, 455	3
One of the following Social Sciences courses: PSY 245, 266, 327, 337, 355, 374, 466, 468	3
One of the following Applied Psychology courses: PSY 255, 257, 322, 324, 333, 350, 445	3
Additional course work in psychology	6
<b>TOTAL</b>	<b>18</b>

The minor must include at least 9 semester hours of psychology course work taken at VWC. Minor programs may not include PSY 300, 303, 310, 320 or 480. No more than eight semester hours of psychology taken as part of some major may be counted toward fulfillment of the requirements for this minor. At least 9 hours must be taken at the 300/400 level. See a psychology adviser for suggestions about minor courses that best fit your major area.

**PSYCHOLOGY COURSES (PSY)**

**201 General Psychology (3)**

Provides a broad survey of the methods, issues, theories, and research findings that currently define the multifaceted field of psychology. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered each semester.

**245 Child Development Across Cultures (3) (S)**

Explores representative topics in child development from a cross-cultural perspective. The goal of this exploration is to uncover universal as well as culture-specific developmental phenomena. Students who enroll in this course leave with an appreciation of the challenges faced by those who are born into one culture but mature and are schooled in another. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered fall of even-numbered years.

**255 Introduction to Industrial Psychology (3)**

Presents an overview of individual, environmental, and organizational factors that affect job-related behavior. Topics considered include the selection, testing, and motivation of personnel, job analysis, performance evaluation, and leadership. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered when circumstances permit.

**257 Introduction to Sports Psychology (3)**

Describes how various psychological theories and principles are applied in the domain of athletics. Topics covered include leadership development, team building, motivation, training, and the management of anxiety. Prerequisite: PSY 201. Offered when circumstances permit.

**266 Psychology of the Healthy Personality (3)**

Examines the characteristics of fully functioning, self-actualizing individuals. Theories involving the development and maintenance of the healthy personality are investigated. A variety of viewpoints on how an individual might attain optimal psychological well-being are discussed. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered each spring.

**277 Learning Theory (3) (E)**

The highly influential and controversial perspective known as behaviorism is explored, first by helping students understand the logical basis for its characteristic insistence that only objectively measurable behavior can be subject to genuinely scientific investigation, and then by demonstrating how its principles have guided much of psychology's inquiry about the form of learning known as conditioning. Applications in the areas of therapy, self-management, and behavior modification in organizations

are described. Also considered are the ethical issues that have been raised concerning the use of this approach. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered fall of even-numbered years.

### **280 The Descriptive Methods of Psychological Science (4) (E)**

Focuses on the theory and practice of interviewing, direct observation, and the collection of unobtrusive measures within the context of special topics (e.g., positive psychology). Orientation to these special topics is followed by a discussion of the descriptive methods listed above, a relevant field experience, opportunities to learn how to organize, analyze, and draw conclusions from data collected during these experiences, in-class critiques of each experience, and the creation of summative reflective memos. We conclude with an evaluation of our efforts and an explicit comparison of qualitative and quantitative approaches to asking and answering research questions. Prerequisites: at least sophomore status, PSY 201, or consent. Offered each spring.

### **300 Teaching Assistants' Program (1, 2, or 3)**

On the basis of superior performance in psychology courses and evidence of an ability to communicate well, students may be invited to participate in this program. Each Teaching Assistant (TA) will be assigned duties that support the instructional objectives of the psychology faculty and that provide occasions for learning more about psychology and for developing better interpersonal skills. A student accepted into the program may enroll for one, two, or three semester hours depending on the nature and extent of the responsibilities that are assigned. A student may enroll for PSY 300 more than once, but may apply no more than a total of three semester hours earned in this manner toward satisfaction of the requirements for a major in psychology. Pass/fail grading. Offered when circumstances permit.

### **303 Resident Community Leadership (1)**

Resident Assistants (RAs) develop their skills as peer counselors and group leaders. RAs will share their experiences through group discussions and structured processes. Enrollment limited to current Resident Assistants. Pass/fail grading. Offered each semester.

### **310 Quantitative Analysis of Research Data (3)**

Emphasizes the data analysis side of psychological research, stressing understanding of the fit of analysis techniques with data collection methods and research design. Selection of the appropriate statistic, computation, and interpretation of results is stressed for the more common parametric and some nonparametric statistics. The use of multivariate statistics and their interpretation when they are encountered in the research literature is briefly introduced although multivariate computation is not addressed. Prerequisites: junior/senior status, MATH 106 and declared major in psychology or consent. Offered each fall.

### **320 Designing & Evaluating Research in Psychology (3) (E)W**

By the end of the term, each student proposes an experiment that reflects by its design a proper understanding of the scientific method as an approach for studying psychological phenomena. In order to develop the requisite skills for this effort, class presentations will concentrate on such matters as using the professional literature, the logic of experimentally based inquiry, selection of appropriate data-gathering strategies, and the ethical responsibilities of those who perform psychological research. Prerequisites: junior/senior status and at least 9 semester hours in psychology including PSY 310 or consent. Offered each spring.

### **322 Organizational Psychology (3)**

Focuses on the interaction of individuals and organizations with an emphasis on the world of work. Strategies for improving organizational effectiveness are explored in terms of such factors as work design, institutional and individual development, motivational systems, social dynamics, and leadership patterns. Prerequisites: junior/senior status, and any 200-level psychology course. Offered spring of odd-numbered years.

### **324 Group Dynamics (3)**

By participating as a member of a small group, each student gains firsthand knowledge of the factors that need to be monitored and controlled in order for such a work unit to respond productively to the obligations placed upon it. Classroom presentations prepared by the groups aim toward raising each individual's consciousness about various issues related to collective functioning (e.g., leadership styles, goal-setting techniques, decision-making strategies, maintenance of group cohesion, and providing for effective communication). Prerequisites: junior/senior status, any 200-level course in psychology, or EDUC 225 and consent. Offered each fall.

### **327 Social Psychology (3)**

Our development as socialized human beings is shaped through our interactions with groups of other people. In turn, the structure and function of both the formal and informal groups that exist in a society are shaped by the personalities of the individuals who comprise their membership. In this course, students discover both academically and experientially the nature of such group-related psychological dynamics as attitude formation, interpersonal attraction, social conflict, and bureaucratic organization. Identical to SOC 327. Prerequisite: junior/senior status and six semester hours of either psychology or sociology. Offered each fall.

### **333 Assessment of Individual Differences (3) (E)**

An examination of the theoretical and practical considerations involved in the construction, administration, and interpretation of psychological tests to measure such factors as achievement, aptitudes, interests, and

personality structure. Prerequisite: junior/senior status and any 200-level psychology course. Offered fall of odd-numbered years.

### **337 Advanced Developmental Psychology (3)**

Describes the physical, social, emotional, and cognitive changes that occur during the period from conception through adolescence and the interrelationships among these changes that form, along with social and cultural contexts, the mature individual. Although emphasis is placed on normal development, a representative sample of child and adolescent emotional and behavioral disorders are discussed. An integral part of this course is to have students understand how the findings of developmental psychological research may be applied to real-world concerns. Prerequisites: junior/senior status and any 200-level psychology course; freshmen and sophomores by consent only. Identical to HHS 337. Offered each fall.

### **341 Cognitive Development (3)**

Familiarizes students with the normal course of cognitive development during childhood and adolescence, the specific and general theories that seek to explain that development, and the literature that relates cognitive developmental findings to the acquisition of academic skills. Prerequisites: junior/senior status and any 200-level psychology course or EDUC 225. Offered spring of even-numbered years.

### **348 Language Development (3)**

**W**

Familiarizes students with the phonological, syntactic, semantic, and pragmatic aspects of both normal and atypical language development as it proceeds throughout life. Issues relating to oral and written language will be addressed. Prerequisites: junior/senior status and any 200-level psychology course. Offered fall of odd-numbered years.

### **350 Psychology and the Law (3)**

Presents an opportunity to view the practical application of psychology within the criminal justice system. The foundations of forensic psychology are illustrated by examining criminal events covered in the local and national news media. Prerequisites: junior/senior status and PSY 201. Offered when circumstances permit.

### **355 Theories of Personality (3)**

A survey of the major theoretical descriptions of personality structure beginning with Freud's psychodynamic model and tracing developments thereafter through exposure to significant alternative viewpoints. Prerequisites: junior/senior status and any 200-level psychology course. Offered each fall.

### **360 Theories of Motivation: Animal Behavior (3)**

Presents the theories of motivation with particular emphasis on how they apply to animal behavior. The biological systems underlying motivational processes are

outlined and discussed. There are visits to local animal care and training facilities, individual or group projects, and report writing. Prerequisites: junior/senior status, PSY 201 and 277. Offered intermittently.

### **362 Theories of Motivation: Human Behavior (3)**

The activation, direction and maintenance of goal-oriented behavior is studied from a variety of theoretical perspectives. The primary focus is on conscious behaviors such as goal-setting, selection of self versus other perspectives and the effects of such orientations on behavior as well as psychological needs, and specific topics such as altruism and aggression. Prerequisites: junior/senior status and PSY 201. Offered fall of even-numbered years.

### **370 The Construction of Perceptual/Reality (3)**

Because the effectiveness of adjustment to one's physical and social surroundings is affected by how the individual interprets environmental events, a genuine understanding of behavior depends on a knowledge of the mechanisms that construct personal realities. This course traces the physiological and psychological events that lead from stimulation of the sensory systems to the eventual emergence of perceptually guided responses. Prerequisite: junior/senior status. Offered fall of even-numbered years.

### **374 Adolescent Development (3)**

Provides a comprehensive and in-depth examination of the physical, social, emotional, and cognitive aspects of adolescent development. Both normal outcomes and special problems are addressed. Prerequisites: junior/senior status and PSY 201 or consent. Offered spring of odd-numbered years.

### **377 Nature of Human Consciousness (3)**

Students read a wide variety of works that provide a context for inquiring about the origin of consciousness and its relationship to unconscious mental activities. The highly analytical, manipulative, and verbal states of mind are compared to those that are more integrative, receptive, and magical. Evidence is presented that these two modes of operation can lead to sharply contrasting conceptions of what is true, possible, and worthy. The ultimate objective is to understand how the interplay of these distinctive, yet complementary, styles of information processing shapes each person's subjective version of reality. Prerequisites: junior/senior status and any 200-level psychology course. Offered intermittently.

### **388 Cognition (3)**

Examines research findings that help us understand how people perceive, remember, and think. These information-processing functions are described in terms of interacting mental activities such as pattern recognition, allocation of attention, concept formation, encoding, hypothesis testing, and internal monitoring of problem-solving strategies. Evaluation of a person's intelligence is viewed as a

diagnostic task that attempts to assess the relative efficiency of these various processing components. Extensive opportunities are provided for students to gain valuable insights regarding their own cognitive skills. Prerequisites: junior/senior status and any 200-level psychology course. Offered spring of odd-numbered years.

### **389 Topics in Psychology (3)**

An advanced seminar designed to study the primary literature on various announced topics in psychology. Topics will vary from semester to semester and may include, but are not limited to: community psychology, correctional psychology, ethics, interpersonal relationships, and psychology of women. May be repeated for credit as topics change. Prerequisite: junior/senior status, any 200-level psychology course or consent. Offered intermittently.

### **394 “Reel” to “Real” to “Reel”: Psychological Reality in Cinema, Story, and Science (3)** (Winter Session)

An explanation of psychological topics of interest through the multiple lenses of nonfiction writing, films, and scientific reporting. How do each of these ways of telling us about ourselves shape our understanding of psychological reality? How do our background and experiences, including our understanding of psychological reality, shape our understanding of the psychological themes that are embedded in nonfiction writing and in film? Why is it important to answer these two reciprocal questions? To assist us in our search for answers, we read specific memoirs, biographies and scientific works in addition to viewing related films. Clinical, social psychological, and developmental themes are emphasized; and both individual and societal consequences of alternative ways of “knowing” psychological reality are discussed. Prerequisites: junior/senior status, any 200-level psychology course or consent. Offered in selected Winter Sessions.

### **445 Ecopsychology (3) (I)**

Integrates elements of ecology (the science and study of habitat) and psychology (the science and study of behavior) in an effort to explore historical and contemporary environmental issues and problems. Ecopsychology also has roots in theology, philosophy, anthropology, and activist politics. Concepts are applied both to urban and wilderness environments and to both humans and wildlife. Aspects of Western intellectual thought that influence contemporary views about nature are examined. Particular fields and theories of psychology are studied and applied to environmental difficulties. An assumption of this course is that it is crucial to understand the roles of human behavior, beliefs, decisions, and values as both causes and solutions of environmental problems. Prerequisites: junior/senior status and completion of most General Studies requirements. Offered each fall.

### **455 Biological Psychology (3)**

Comparative and evolutionary perspectives are utilized in an attempt to understand how the anatomical and

physiological characteristics of the endocrine and nervous systems relate to cognitive and affective psychological functions. Prerequisites: junior/senior status and PSY 201. Offered fall of even-numbered years.

### **466 Abnormal Psychology (3)**

The various categories of disturbed behavior are described in terms of their defining symptom patterns. Causes, diagnosis, treatment, and prevention are also discussed. Prerequisites: junior/senior status and PSY 355, 466 or consent. Offered each spring.

### **468 Current Psychoanalytic Theories (3)**

Provides an overview of modern psychoanalytic concepts of mental illness and health. Topics include autonomous ego, object-relations theory, affect theory, sexual and aggressive drives, and defense mechanisms. Prerequisite: junior/senior status, PSY 355, 466 or consent. Offered intermittently.

### **477 History & Systems of Modern Psychology (3)**

An examination of psychology's evolution from its roots in vintage philosophical and biological concerns to its present diversity of research directions and areas of application reveals the issues of substance and methodology that have systematically developed. Stresses analysis, synthesis, and evaluation of information. Particularly useful to the psychology major seeking to identify a topic for the Original Research Project (see PSY 480) and the non-major interested in an advanced but general coverage of fundamental psychological trends and perspectives. Prerequisite: junior/senior status. Offered fall of odd-numbered years.

### **480 Original Research Project (3) W**

Each student performs an independently created empirical study, reports on the project in a formal written presentation, and defends the effort in an oral examination before a committee comprised of two members of the psychology faculty, one of whom must be the project adviser, and a third faculty person recruited from another discipline. Prerequisites: senior psychology major, prior approval by project adviser of a written proposal, PSY 280, 310, and 320. Offered each semester.

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## **RECREATION AND LEISURE STUDIES**

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Accredited by the Council on Accreditation sponsored by the National Recreation and Park Association/American Association for Leisure and Recreation

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