DEPARTMENT OF PSYCHOLOGY

Programs

Undergraduate

Majors

• Psychology and Early Childhood Education Major (https://catalog.tulane.edu/science-engineering/psychology/psychology-early-childhood-education-major/)
• Psychology Major (https://catalog.tulane.edu/science-engineering/psychology/psychology-major/)

Minor

• Psychology Minor (https://catalog.tulane.edu/science-engineering/psychology/psychology-minor/)

Graduate

• Behavioral Health, MS (https://catalog.tulane.edu/science-engineering/psychology/behavioral-health-ms/)
• Psychology, MS (https://catalog.tulane.edu/science-engineering/psychology/psychology-ms/)
• Psychology, PhD (https://catalog.tulane.edu/science-engineering/psychology/psychology-phd/)

Courses

Psychology (PSYC)

PSYC 1000  Introductory Psych (3)  
Fundamentals of contemporary psychology, including topics such as scientific methodology, heredity and behavior, principles of learning, physiological substrates of behavior, perception, social interaction, and mental health.

PSYC 1001  Psychology Beyond Classroom (0)  
The goal of this S/U course is to encourage students to learn more about how the scientific field of psychology operates in the real world by experiencing various aspects of the psychological research process. Corequisite(s): PSYC 1000.

Corequisite(s): PSYC 1000.

PSYC 1100  Exploring Psychology & Lab (3)  
Introduction to Psychology for high school students enrolled in the TSSP summer program.

PSYC 1660  Special Topics (1-3)  
Special topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 1665  Special Topics Lab (1-3)  
Special Topics Lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 1940  Transfer Coursework (0-20)  
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PSYC 2710  Psychology Applied to Work (3)  
This course will introduce students to psychology as it is applied in the workplace. Specifically, a wide range of Industrial/Organizational (1-0) Psychology topics will be covered, including: employee selection, training, performance appraisal, work motivation, leadership, team dynamics, stress and well-being at work, and organizational theories. How the workplace has changed over time and the implications technology has had on organizations and our workforce will be reviewed. What is learned in this course can be applied to working in any industry across a variety of organizations. Students will gain an understanding of how psychological principles are applied in the workplace at the individual, group, and organizational level.
PSYC 2890 Service Learning (0-1)
Service learning component to PSYC courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

PSYC 3010 Intro To Personality (3)
An introductory survey of theories and measurement in personality. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3090 Univariate I & Lab (4)
Lectures and laboratory in design of experiments, psychological measurement, and deriving conclusions from experimental data. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3130 Experimental Psychology & Lab (4)
Lectures and laboratory in design of experiments, quasi-experimental designs, control of variables, scientific communication, and application of statistical procedures. Course may be repeated 2 times for credit. Prerequisite(s): (PSYC 3090 or 6090) or (PSYC 2090).

Prerequisite(s): (PSYC 3090 or 6090) or (PSYC 2090).
Course Limit: 2

PSYC 3131 Experimental Psychology Lab (0)
Lab section for PSYC 3103. Corequisite(s): PSYC 3130.

Corequisite(s): PSYC 3130.

PSYC 3180 Psych Testing & Measure (3)
PSYC 3180 provides an overview of the process of test development and analysis. The primary objective is to provide students with a solid foundation in the area of psychological measurement. After completion of this course, students should: (1) have an understanding of what psychological tests are and the criteria used to evaluate them, and (2) have an appreciation of the various types of tests available for commercial use. Course may be repeated 2 times for credit. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.
Course Limit: 2

PSYC 3185 Psych Testing & Measure Lab (1)
PSYC 3185 is a 1-credit lab course that must be taken simultaneously with PSYC 3180, a 3-credit lecture course. The goal of PSYC 3185 is to provide students with an opportunity to work "hands-on" with the development, administration, and analysis of a psychological test. The lab is designed to maximize the learning experience by allowing students to apply the concepts discussed in the lecture portion of the course (PSYC 3180). In order to achieve this goal, students will write and critique test items, enter test data, analyze test data, and write up the results of their statistical analyses. Prerequisite(s): PSYC 3090 and 3130.

Prerequisite(s): PSYC 3090 and 3130.

PSYC 3200 Educational Psychology (3)
Examines psychological principles applied to educational practices with special emphasis on development, learning theories, and contexts of learning. Its purpose is to help adults working with children to understand better the relationship between applied educational practices and psychological principles and research. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3210 Child Psychology (3)
A survey of the concepts, principles, and major findings of research on human development. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.
PSYC 3220 Research Methods in Child Psyc (4)
The course will include the basic elements of research design, the methodologies particular to child psychology, and writing research reports in the style of the American Psychological Association. This course will fulfill the laboratory requirement for PSYC or PYEC majors. Prerequisite(s): PSYC 3090 and (PSYC 3210 or 3250).

Prerequisite(s): PSYC 3090 and (PSYC 3210 or 3250).

PSYC 3230 Nursery School Observ (3)
For students in the coordinate psychology and early childhood education major. Prerequisite(s): PSYC 3210.

Prerequisite(s): PSYC 3210.

PSYC 3250 Psychology of Early Childhood (3)
An investigation of educational programs for young children and/or parents of young children based on cognitive developmental theory, learning theory, and others. Curriculum development and the evaluation of program effectiveness are discussed. Prerequisite(s): PSYC 3210.

Prerequisite(s): PSYC 3210.

PSYC 3260 Infancy (3)
The cognitive, perceptual, and social development of the human infant are reviewed. Research findings and methods are emphasized. Prerequisite(s): PSYC 3210.

Prerequisite(s): PSYC 3210.

PSYC 3300 Brain and Behavior (3)
Lectures cover the function and structure of the nervous system and the role of brain activity in the regulation of behavior. This course provides psychology majors with a first exposure to the biological bases of behavior and is not recommended for students who have taken other courses in this area of study. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3310 Intro to African American Psyc (3)
A study of a wide range of topics relating to psychology generally, and African Americans specifically. Topics include personality, education, psychological assessment, racism, psychology in communities, and research. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3330 Abnormal Psychology (3)
An introduction to the psychological aspects of the behavior disorders. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3340 Developmental Psychopathology (3)
This course is intended to provide a basic familiarity with the major forms of psychopathology and behavioral disorders. This familiarity includes knowledge of the etiology, developmental course, and prognosis of major psychological disorders affecting children and adolescents. Students will increase their knowledge on the application of information gained from the study of psychological disorders to the diagnosis, treatment and study of disorders and psychological problems found in children and adolescents. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3390 Adolescent Psychology (3)
A study of development through the adolescent years. Emphasis is on cognitive, social, physical, moral, sexual, and political development. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3430 Intro To Social Psych (3)
The individual in a social context: the nature and measurement of attitudes, social perception, interpersonal and intergroup relations. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3450 Positive Psychology (3)
This upper-level seminar in which the content and application of positive psychology will be discussed, including the topics of well-being, happiness, health, and strengths. Prerequisite(s): PSYC 3430.

Prerequisite(s): PSYC 3430.
PSYC 3460 The Self in Social Psychology (3)
This is an upper level honors seminar in which we will explore the large body of theory and research focused on understanding the nature and function of the self from a social psychological perspective, including topics such as self-awareness, self-esteem, and neural correlates of self-related processes.

PSYC 3470 Psychology of Diversity (3)
Navigating diversity has become increasingly important as our social world becomes more integrated with people from many varied backgrounds. Psychologists have become increasingly interested in studying diversity from a scientific perspective in order to gain a fuller understanding of these complex phenomena as well as to identify ways to increase social justice. This course will provide students with an increased understanding of theory and research related to the psychology of diversity. The course will emphasize an empirical approach to diversity. The heart of this course will cover basic psychological processes related to prejudice, stereotyping, discrimination, and stigma. We will examine diversity that results from differences in race, ethnicity, gender, gender identity/expression, disability, age, social class, sexual orientation, weight, religion, political ideology, and more. The course will make use of different learning formats and emphasize both more formal and experiential learning. Prerequisite(s): PSYC 3430.

Prerequisite(s): PSYC 3430.

PSYC 3478 Psychology and Diversity (3)
Navigating diversity is increasingly important as our social world becomes more integrated with people from many varied backgrounds. Psychologists have become increasingly interested in studying diversity from a scientific perspective in order to gain a fuller understanding of these complex phenomena as well as to identify ways to increase social justice. This course will provide students with an increased understanding of theory and research related to the psychology of diversity, and emphasize an empirical approach to diversity. The heart of this course will cover basic psychological processes related to prejudice, stereotyping, stigma, and discrimination. We will examine diversity that results from differences in race, ethnicity, gender, gender identity/expression, disability, age, social class, sexual orientation, weight, religion, & political ideology. The course will make use of different learning formats and emphasize both more formal and experiential learning. Cannot also receive credit for PSYC 3470. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 3665 Special Topics Lab (1-3)
Special Topics lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 3680 Comp Animal Behavior (3)
A lecture course to introduce the types of questions asked by animal behaviorists, theoretical disciplines posing those questions, and recent research in behavior as related to the environment, social behavior, and reproduction. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3700 Evolution & Psychology (3)
Lecture course exploring human behavior and cognition from an evolutionary perspective. Topics include evolutionary mechanisms, history of evolution in psychology, and the adaptive nature of sensory processes, language, social behaviors, reproduction and psychopathology. Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

PSYC 3770 Sensation & Perception (3)
Sensation and Perception provides an appreciation for the different senses and the psychological phenomena associated with each sense. Discussions include the major theories, experimental methods, and findings associated with each of the sensory systems. Emphasis is placed on understanding sensory functions from an evolutionary perspective. Prerequisite(s): PSYC 3300 or NSCI 3300.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 3775 Sensation & Percept Lab (1)
Sensation and Perception lab is a course that provides the student with hands on activities in order to gain a deeper understanding for the different senses and the methods used to study psychological phenomena associated with each sense. Prerequisite(s): PSYC 3300 or NSCI 3300. Corequisite(s): PSYC 3770.

Prerequisite(s): PSYC 3300 or NSCI 3300.
Corequisite(s): PSYC 3770.
PSYC 3800  **Special Topics (3)**
Various topics in psychology based on faculty and student interest. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

PSYC 3880  **Writing Intensive: PSYC 4610 (0)**
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

PSYC 3890  **Service Learning PSYC 3300 (0-1)**
Students complete a service activity in the community in conjunction with the content of the corequisite course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

PSYC 3940  **Transfer Coursework (0-20)**
Transfer Coursework at the 3000 level. Department approval may be required.

**Maximum Hours:** 99

PSYC 3946  **Transfer Biological PSYC (3-4)**
Transfer or study abroad course that meets the PSYC major/minor biological psychology subgroup

PSYC 3947  **Transfer Developmental PSYC (3-4)**
Transfer or study abroad course that meets the PSYC major/minor developmental psychology subgroup

PSYC 3948  **Transfer CulPerSoc PSYC (3-4)**
Transfer or study abroad course that meets the PSYC major/minor cultural, personality, and social psychology subgroup

PSYC 3949  **Transfer Clinical Apps & Asses (3-4)**
Transfer or study abroad course that meets the PSYC major/minor clinical applications and assessment subgroup

PSYC 4060  **Behavioral Endocrinology (3)**
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species. Prerequisite(s): NSCI 3300, 3670, PSYC 3300 or 3670.

**Prerequisite(s):** NSCI 3300, 3670, PSYC 3300 or 3670.

PSYC 4065  **Behavioral Endocrinology Lab (1)**
Laboratories provide demonstration and hands-on experience in research methods used in contemporary behavioral endocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation. Prerequisite(s): PSYC 3130 and 3090 and (PSYC 4060* or NSCI 4060*). *May be taken concurrently.

**Prerequisite(s):** PSYC 3130 and 3090 and (PSYC 4060* or NSCI 4060*).

*May be taken concurrently.

PSYC 4090  **Univariate II (3)**
Whereas the emphasis of the prerequisite course, Univariate I, was the pairing of statistical concepts with by-hand computations, Univariate II covers more practical approaches. Specifically the course includes detailed instruction on the use of statistical software packages (IBM SPSS and R). The course covers generation of descriptive statistics as well as running a variety of analyses, including those previously done by hand in Univariate I. The course also includes instruction in additional analysis methods, including assessment of normality, multiple regression, interaction between continuous predictors in regression, and the use of coded predictors to represent categorical variables in regression. For all analyses, the course covers interpretation of software output and students are guided in preparing written communication of results. The PSYC6090 requirement for the 4+1 MS in PSYC or PSBH is waived for students who successfully complete the 3090-4090 sequence. Prerequisite(s): PSYC 3090.

**Prerequisite(s):** PSYC 3090.

PSYC 4180  **History & Systems (3)**
A survey of the roots of contemporary psychology. Students then identify an interest area, trace its historical roots, and present their work in class.
Prerequisite(s): PSYC 1000.

**Prerequisite(s):** PSYC 1000.
PSYC 4330 Neurobiol Learn & Memory (3)
An introduction to the study of the neural mechanisms involved in learning and memory. The course will involve detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory. Prerequisite(s): PSYC 3300 or NSCI 3300.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4510 Biological Psychology (3)
Survey of biological psychology with an emphasis on neuroanatomy and research methods used to study mechanisms of learning and memory, mental disorders, emotion, stress, and other psychological phenomena. Prerequisite(s): PSYC 3300 or NSCI 3300.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4513 Music and Brain (3)
An introduction to current research linking music education to brain development and function. Fulfills writing intensive and service-learning requirements. Prerequisite(s): PSYC 3300 or NSCI 3300.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4515 Biological Psyc Lab (1)
A laboratory course providing training in behavioral and neurobiological methods, experimental design, data collection and analysis and preparation of research reports. Fulfills the writing intensive requirement. Prerequisite(s): PSYC 3130 and 3090 and (PSYC 4510* or NSCI 4510*). * May be taken concurrently.

Prerequisite(s): PSYC 3130 and 3090 and (PSYC 4510* or NSCI 4510*).

PSYC 4530 Psychopharmacology (3)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states. Prerequisite(s): (PSYC 3300 or NSCI 3300).

Prerequisite(s): (PSYC 3300 or NSCI 3300).

PSYC 4535 Psychopharmacology Lab (1)
Lab section for PSYC 4530. Prerequisite(s): PSYC 3130 and (PSYC 4530* or NSCI 4530*). * May be taken concurrently.

Prerequisite(s): PSYC 3130 and (PSYC 4530* or NSCI 4530*).

PSYC 4560 Internship Psychology (3)
Students will complete 70 hours of service in a community setting in which they will use the knowledge of psychology to complete a project or paper of benefit to the community site. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 4570 Internship Psychology (3)
Students will complete 70 hours of service in a community setting in which they will use the knowledge of psychology to complete a project or paper of benefit to the community site. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 4580 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship. Course may be repeated up to 3 credit hours.

Maximum Hours: 3

PSYC 4590 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship. Course may be repeated up to 3 credit hours.

Maximum Hours: 3

PSYC 4610 Blck Youth Develop Psyc (3,4)
A study of major research findings with African-American children and adolescents. The course includes a participant-observer experience in the applied setting (e.g., school, group home). Intensive writing required. Prerequisite(s): PSYC 3200, 3210 or 3390.

Prerequisite(s): PSYC 3200, 3210 or 3390.
In addition to describing developmental and individual differences in cognition, scientists who study children’s thinking are concerned with the mechanisms that underlie cognition and its development. How do biological factors interact with experiences in the physical and social world to yield a particular pattern of development? Do children develop all their intellectual skills uniformly, or do some skills develop at a faster rate than others? Is development relatively continuous and gradual over a childhood, or are there major disruptions on its course? We will examine classic and contemporary accounts of cognitive development, and consider them from both a theoretical and an empirical standpoint.

Special Topics. Course may be repeated up to unlimited credit hours.

The primary purpose of this course is to provide an introduction to the study of clinical neuropsychology. The course will begin by presenting an overview of brain structures and functions. It then will cover conditions that are due to some malfunction in the central or peripheral nervous system. Specifically, this course will (1) survey current neuropsychological knowledge as it pertains to normal function and to both neuropathological and psychopathological conditions (2) present a developmental perspective about neuropsychological factors in pathological conditions and (3) familiarize students with primary research literature in an area of personal interest. Prerequisite(s): (PSYC 3300, 3670, NSCI 3300 or 3670) and (PSYC 3330).

For individual research project done with a department faculty member. Generally includes hypothesis generation, design, consideration of ethical issues, data gathering, inferential analysis and the writing of work in acceptable scientific (APA) format. Course may be repeated up to unlimited credit hours.

Writing in Psychology is a practicum course geared toward students planning on masters or graduate study. Written products will include statement of intent, conference abstracts, research summaries, and proposal introduction. Students will obtain experience and feedback on writing for empirically-supported arguments for a scholarly audience, manuscript organization and idea transition, and technical writing. The course is graded S/U. Prerequisite(s): PSYC 3130 or 3130.

Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

Optional service learning component of Drugs and Behavior in which students complete 40 hours of service during the semester at a substance abuse treatment facility to be arranged by the Center for Public Service. Course may be repeated up to unlimited credit hours.

Course may be repeated up to unlimited credit hours.

Laboratory or library research under direction of a faculty member. Course may be repeated up to unlimited credit hours.

Courses may be repeated up to unlimited credit hours.

By arrangement with department.

Transfer coursework at the 4000 level. Departmental approval required.
PSYC 4950 Race & Inclusion Research in US (3)

PSYC 4960 Special Projects (1-3)
Individual studies in a selected field. Open to qualified juniors and seniors with approval of instructor and advisor.

PSYC 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

PSYC 5000 Honors Thesis (4)
Honors thesis research, second semester. Register in department.

PSYC 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 5880 Writing Intensive: PSYC 5040 (1)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

PSYC 6060 Behavioral Endocrinology (3)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

PSYC 6065 Behavioral Endocrinology Lab (1)
Laboratories provide demonstration and hands-on experience in research methods used in contemporary behavioral endocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation. Corequisite(s): PSYC 6060.

Corequisite(s): PSYC 6060.

PSYC 6090 Univariate I (3)
An introductory course covering a variety of statistical procedures commonly used in Psychology research. Course topics include descriptive statistics and significance testing as well as detailed instruction on various statistical tests. Students learn to conduct each type of analysis both by hand and using statistical analysis software (SPSS).

PSYC 6100 Rsch Methods Behav Hlth (3)
This course covers a wide array of issues related to the conduct of clinical research. Topics include Ethical Issues, choosing a research question, defining a study population, study design, randomization methods, and other relevant topics. In addition, the course includes instruction on statistical analyses that are relevant in clinical research, such as analysis of covariance (ANCOVA) and survival analysis.

PSYC 6110 Psyc Appl Univar Stat II (3)
An intermediate-level course in statistics designed to meet the needs of beginning graduate students and those undergraduate students who plan to undertake graduate work in psychology. Emphasis is placed upon design of experiments and interpretation of research results.

PSYC 6130 Psyc Appl Multivar Stats (3)
Design and analysis of experiments in the behavioral sciences involving multiple predictor and criterion variables. Extensive use is made of Tulane computer facilities but no programming knowledge is required.

PSYC 6150 Research Methods in Psychology (3)
Individual research supervised by faculty.

PSYC 6180 History & Systems (3)
A survey of the roots of contemporary psychology. Students then identify an interest area, trace its historical roots, and present their work in class.

PSYC 6330 Neurobiol Learn & Memory (3)
An introduction to the study of the neural mechanisms involved in learning and memory. The course will involve detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory.

PSYC 6530 Psychopharmacology (3)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states. (Same as NSCI 6530)
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 6590</td>
<td>Stress &amp; Trauma</td>
<td>(3)</td>
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<td></td>
<td>This course provides an overview of the psychobiological bases of stress and trauma reactions and related psychological disorders.</td>
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<tr>
<td>PSYC 6610</td>
<td>Adv Studies In Psych</td>
<td>(1-3)</td>
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<td></td>
<td>By arrangement with department. Courses may be repeated up to unlimited credit hours.</td>
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<td>Maximum Hours:</td>
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<tr>
<td>PSYC 6611</td>
<td>Adv Studies In Psych</td>
<td>(1-3)</td>
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<td>By arrangement with department.</td>
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<tr>
<td>PSYC 6620</td>
<td>Advanced Studies</td>
<td>(1-3)</td>
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<td>By arrangement with department. Courses may be repeated up to unlimited credit hours.</td>
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<td>Maximum Hours:</td>
<td>99</td>
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<tr>
<td>PSYC 6630</td>
<td>Academic Intervention</td>
<td>(3)</td>
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<td>Academic Intervention (PSYC 6630) examines evidence-based approaches for preventing and remediating academic skills problems within a multi-tiered early intervening services framework. Students will review historical context, relevant theory, and foundational principles of instruction and intervention. Students will also learn to use screening and data-based decision-making procedures to identify classes and individuals in need of intervention, target appropriate skills, and write measurable goals. Additionally, students will learn to select evidence-based interventions, support implementation integrity, and evaluate intervention outcomes using single-case design.</td>
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<tr>
<td>PSYC 6660</td>
<td>Special Topics</td>
<td>(1-3)</td>
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<td>Students are provided with the opportunity to engage in directed research and specialized study in developmental psychology. Recent advances in such areas as memory, social cognition, sex-roles, cognitive development, social development, and motivation are explored. Courses may be repeated up to unlimited credit hours.</td>
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<td>Maximum Hours:</td>
<td>99</td>
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<tr>
<td>PSYC 6700</td>
<td>Health Psychology I</td>
<td>(3)</td>
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<td>This is the first course of the two semester Health Psychology series for the Behavioral Health 4+1 terminal Master of Science Program in Psychology. The primary purpose of this course is to provide an introduction to the study of health psychology. The course will examine how biological, psychological, and social factors interact with and affect: (1) the efforts people make in promoting good health and preventing illness; (2) the treatment people receive for medical problems; (3) how effectively people cope with and reduce stress and pain; and (4) the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. Courses may be repeated up to unlimited credit hours.</td>
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<td>Maximum Hours:</td>
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<tr>
<td>PSYC 6710</td>
<td>Health Psychology II</td>
<td>(3)</td>
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<td>This seminar is the second course of the two semester Health Psychology series for the Behavioral Health 4+1 terminal Master of Science Program in Psychology. The primary purpose of this course is to delve more deeply into contemporary topics in health psychology with direct relevance to the priorities outlined in recent healthcare reforms under the Affordable Care Act (ACA). By the end of the course, students are expected to develop knowledge and skills relevant to a broad range of topics in health psychology directly relevant to future careers in research, clinical practice, or policy.</td>
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<tr>
<td>PSYC 6940</td>
<td>Transfer Coursework</td>
<td>(0-20)</td>
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<td>Transfer coursework at the 6000 level. Departmental approval required.</td>
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<td>Maximum Hours:</td>
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<td>PSYC 7000</td>
<td>Social Psychology</td>
<td>(3)</td>
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<td>This seminar style course will cover the major theoretical traditions and content areas in the field of social psychology.</td>
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<td>PSYC 7010</td>
<td>Personality</td>
<td>(3)</td>
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<td>A survey of the major theories and approaches to the psychology of personality and individual differences.</td>
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<tr>
<td>PSYC 7020</td>
<td>Developmental Psychology</td>
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<td>The aims of this course are to review the theoretical, conceptual, and methodological bases of developmental psychology in perception, cognition, language and social behavior, and to consider recent research on the development of the child in these respects. Four substantive areas will be emphasized-perceptual, cognitive, language and socio-emotional development.</td>
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<td>The class is designed to have a balanced approach to issues in cognitive psychology, neuroscience, and the relations between cognitive psychology and neuroscience. Topics include the neural basis of perception, attention, memory, language, and executive function. We will also study how these processes change during normal development and in various neurological disorders. Critical thinking, problem solving skills, and use of the scientific method will be emphasized during class meetings.</td>
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PSYC 7040  Evol Models In Psych (3)
An exploration of human behavior and cognition from an evolutionary perspective, including such topics as the adaptive nature of sensory processes, social groups, attraction, and language.

PSYC 7070  Cognitive Psychology (3)
The class is designed to cover the main areas of cognitive psychology using historical and contemporary reading. Topics include perception, attention, memory, language, problem solving, and consciousness. We will also study how these processes change during normal development. Critical thinking, problem solving skills, and use of the scientific method will be emphasized.

PSYC 7090  Physiological Psychology (3)
An introduction to the study of the biology of behavior. The course will cover anatomy and physiology of the nervous system as well as examination of the relationship between the brain and behavior.

PSYC 7150  Advanced Adolescent Psyc (3)
This course examines salient issues concerning adolescent development. The focus is on adolescent development as influenced by diverse contexts. Particular attention is given to the challenges and strengths associated with typical adolescent development issues such as puberty, physical development, adolescent cognition, and socioemotional development.

PSYC 7160  Children of Color (3)
The major objectives of the course are to integrate issues of culture, race, and ethnicity with basic issues of developmental psychology research and interventions. The course exposes students to best practices for conducting research with children and adolescents of color.

PSYC 7170  Intergroup Relations (3)
The aim of this course is to give students an overview of intergroup relations theory and research. Students in this course will become acquainted with the various theoretical problems and perspectives that have been developed in order to understand the development, maintenance, and reduction of conflict between social groups. In particular, this course examines: (1) the major psychological approaches to prejudice and intergroup relations, (2) how group identities and group attitudes become linked to the self, (3) the link between human cognition and stereotyping, (4) psychological factors underlying discrimination and group hierarchy, and (5) the practical problem of reducing prejudice. Open to graduate students only.

PSYC 7230  Professional Issues (1)
Addresses ethical issues in psychology, the research process, and professional skills.

PSYC 7240  College Teaching Pedagogy (3)
The objective of Teaching Pedagogy is to provide a structured learning experience for doctoral students in Psychology and Neuroscience to facilitate their preparation to teach at the collegiate level and to increase their competitiveness on the job market. The course focuses on strategies and techniques to teach undergraduate and graduate courses in Psychology and Neuroscience.

PSYC 7241  College Teaching Practicum (1-4)
College Teaching Practicum allows doctoral students in Psychology and Neuroscience to design, prepare, and team-teach a section of an undergraduate course in their areas of expertise. Students receive supervision and mentoring based on classroom observations by Dr. Dohanich and other faculty members. Each student enrolled in the course teaches approximately 25% of an undergraduate course. Final grades are based on the effectiveness of teaching as evaluated by Dr. Dohanich using the attached rubric provided through the CELT Peer Observation Program. The College Teaching Pedagogy course (PSYC/NSCI 7240) is the mandatory pre-requisite course for College Teaching Practicum.

PSYC 7400  Devel Psychopathology (3)
This graduate seminar is designed with three major goals in mind. The first is to provide a basic familiarity with the major forms of psychopathology and behavioral disorders. The second goal is to help students think critically about the current state of empirical support for assumptions underlying concepts of psychological disorders. A third goal is to help students apply information gained from the study of psychological disorders to the diagnosis, treatment and study of disorders and psychological problems found in children and adolescents.

PSYC 7420  Advanced Seminar II (3)
Advanced seminars based on faculty and student interest. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 7421  Advanced Seminar II (3)
Advanced seminars based on faculty and student interest

PSYC 7422  Advanced Seminar II (3)
Advanced seminars based on faculty and student interest

PSYC 7423  Advanced Seminar II (3)
Advanced seminars based on faculty and student interest
PSYC 7424 Advanced Seminar II (3)
Advanced seminars based on faculty and student interest

PSYC 7430 Advanced Seminar III (3)
Advanced seminars based on faculty and student interest. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 7440 Advanced Seminar IV (3)
Advanced seminars based on faculty and student interest. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 7450 Linear Structural Modeling (3)
Design and analysis of research in the behavioral sciences with multiple predictor and outcome variables using linear structural modeling. Extensive use is made of Tulane computer facilities and some programming experience is required. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 7520 Advanced Research Project (1-9)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 7610 Psychological Assess I (3)
This course is the first in a two-semester sequence covering psychological assessment. Consistent with the view of psychological assessment as a dynamic and inherently therapeutic process, students learn to collect test data that provide an integrated view of a human being, with contextual, developmental and historical data, subjective experiences, presenting concerns, signs and symptoms, observational data, and information provided from multiple informants. Information is integrated to provide an understanding of the person evaluated in order to answer referral questions and develop interventions and/or therapeutic plans. Topics include the history of cognitive assessment, theories of intelligence and current issues affecting the field of cognitive assessment. Instruction includes foundational skills for administration, scoring, and interpretation of commonly used cognitive assessment instruments, interviewing skills, assessment of academic functioning, and report writing. Volunteer clients provide opportunities for practicing skills. Adherence to standardized test administration, and practice consistent with professional ethical principles and codes of conduct are emphasized throughout the course. In addition, client strengths and needs are embedded in an appreciation of diversity relevant to cognitive assessment and education. Students are taught to use self-reflection to understand their own performance and understand their contributions to the processes of conducting effective evaluations.

PSYC 7620 Psychoed Assess II (3)
This the second in the two course sequence covering the basics of psychological assessment of children and youth. This course builds on competencies from 7610 and covers assessment of a range of domains of functioning, including socio-emotional functioning. The focus in this course is on building skills needed to conduct comprehensive school-based evaluations, but content is applicable to assessment of children and youth in clinical settings. Assessment is one of many roles in which psychologists practice as data-based decision makers. Assessment responsibilities demand accountability at a high level of accuracy and competencies need to be highly developed. This course explores the basis of the evaluation process grounded in the ecological developmental perspective, and assumes the evaluation of children and youth yields a snapshot of a developing human being. The resulting profile of skills is useful for planning interventions or treatment to promote improved functioning and enhance development. The course includes a practicum component to allow application and supervised practice as students apply the content of the course. Students work with school-aged students to complete two full case evaluations during the semester, write integrated reports and meet with parents and school personnel to report findings.

PSYC 7630 Behav & Cog Behav Int (3)
This course will provide students with the theoretical and technical foundation necessary to implement behavioral and cognitive behavioral interventions in schools and other settings serving children and adolescents. The course will be equally split between a) behavioral assessment and intervention and b) assessment and intervention in the context of cognitive behavioral therapy. Assessment, case conceptualization, and treatment planning, with attention to treatment fidelity and multicultural competence, will be emphasized throughout. Lastly, students will be expected to critically evaluate behavioral and cognitive behavioral approaches within efficacy, effectiveness, and dissemination and implementation frameworks.

PSYC 7640 Family-School Interven (3)
A theory and clinical skills course taught through a combination of reading, discussions and videos and application of theory to clinical practice through role plays. The course is intended to familiarize students with family intervention theories, applications, and specific strategies they can use in working with families within the contexts of schools and public mental health settings. The course is intended to foster not only an intellectual grasp of the theoretical foundations of family therapy and clinical techniques but also a deeper understanding of self as an instrument of change in the lives of families.
PSYC 7660  Evidence-Based Interventions (3)
PSYC 7680  Sem In Prof School Psych (3)
PSYC 7690  School Based Mental Health (3)
This course provides an inquiry into theory and research related to school-based mental health programming, ranging from health promotion to treatment. Students consider psychological, contextual, cultural, social, family, organizational, and political factors related to the mental health of children and adolescents. Students gain experience in developing comprehensive school-based mental health programs.

PSYC 7800  Supervision Psyc Assessment (3)
This is an introductory course in professional supervision, with a focus on supervision of psychological assessment. The course will review models of supervision, ethical and legal issues specific to supervision, and cultural and contextual issues relevant to supervision. In addition, this course will provide opportunities to develop specific skills necessary for supervision, including the ability to build a supervisory relationship, provide effective formative and summative feedback, promote growth and self-assessment in the supervisee, conduct self-assessment, and assess the learning needs and developmental level of the supervisee.

PSYC 7810  School Consultation (3)
This course examines theory, research, and practice relevant to conducting school-based consultation. The course is designed to prepare students to conduct effective consultation with educators, parents, and administrators regarding instruction, mental health (social-emotional well-being), and behavioral adjustment of students.

PSYC 7821  Practicum in School Psyc (1)
PSYC 7823  Practicum in School Psyc (1-3)
PSYC 7830  School Psychology Intern (0-3)
The internship is a formal training experience that allows students to integrate and refine school psychological skills developed during the doctoral program at Tulane. Internships are obtained using the APPIC process and require a one year, 2000 hour, supervised practice.

PSYC 7940  Transfer Credit-Grad (1-12)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99
PSYC 9980  Masters Research (3)
Research toward completion of a masters degree. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99
PSYC 9990  Dissertation Research (3)
Research toward completion of a doctoral degree. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99