

399 **The Christian Faith and Public Life** (3). This capstone course examines the relationship between the Christian faith and public life. The first half of the course reviews and addresses what our public responsibilities are as Christians generally, and Reformed Christians more specifically, and how such responsibilities may relate to life in our contemporary pluralistic, democratic context, and to the state within the context of the broader

international order. The second half of the course permits students to engage in a major research project of their choosing that focuses on the relationship between their Christian faith and some particular aspect of public life. Prerequisites: Junior or senior standing; Biblical Foundations I or Theological Foundations I, Developing a Christian Mind, and Philosophical Foundations.

Psychology

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The department offers a varied set of courses dealing with important facets of individual human functioning. The major and minor programs in psychology are designed to allow students flexibility to select courses, which fit their present interests as well as their future expectations. Students majoring in psychology often enter human service careers or they pursue graduate study in psychology and related fields. A student handbook for majors can be obtained from the department office.

Students planning a major or minor in psychology are advised to take Psychology 151 as their first course in psychology. Psychology 151, 255, and 399 satisfy requirements for the general college core as well as for major or minor programs of study in psychology.

PSYCHOLOGY MAJOR

Psychology 151
 Psychology 255
 Psychology 256
 Three Psychology electives (may include one interim)
 Two 300-level Psychology courses
 One 330-level Psychology lab course
 Psychology 399

Students must complete a minimum of 10 psychology courses and a minimum of 32 semester hours of psychology course credit.

Students must have a minimum grade point average of 2.00 in psychology courses to declare a psychology major.

Not more than one interim may be included in the ten-course major nor may Psychology

399 or any interim be counted as a 300-level elective.

Students may include either Psychology 201 or 204/205, but not both, as part of their major.

Psychology 204 is offered as a standard developmental course some semesters and Psychology 205 is offered as a cross-cultural engagement course (CCE) other semesters. To determine which course best suits your needs, please pick up a Psychology 204/205 comparison sheet from the psychology office.

Students should ordinarily take Psychology 255 during their sophomore year and Psychology 256 in the semester following completion of Psychology 255. Students may not take Psychology 255 and 256 simultaneously.

When possible, students are encouraged to postpone taking 330-level courses until after the completion of Psychology 256. Psychology 399 is intended to be one of the last courses in a psychology major or minor program.

Students intending to do doctoral work in psychology are strongly encouraged to take Psychology 356 during their junior year and to include more than one 330-level course in their program of study. These courses are less important for masters and/or counseling programs.

A model “four-year plan” and a “two year plan” (for those who declare their major later in their college career) are available in the Psychology Department office.

All majors must complete the Psychology Department Senior Assessment during their last semester on campus. Information on the Senior Assessment is available from the Psychology Department office.

PSYCHOLOGY MINOR

Psychology 151

At least one from Psychology 255, 330, 331, 332, 333, 334, or 335.

Four Psychology electives (may include one interim)

Students must complete a minimum of 6 psychology courses and a minimum of 18 semester hours of psychology course credit

Students may include either Psychology 201 or 204, but not both, as part of their minor.

SECONDARY EDUCATION PSYCHOLOGY MINOR

Psychology 151

Psychology 201

Psychology 212

Psychology 310

At least one from Psychology 255, 330, 331, 332, 333, 334, or 335.

Psychology 399

One psychology elective (may be an interim)

Students must complete a minimum of 7 psychology courses and a minimum of 20 semester hours of psychology course credit.

Students are encouraged to take Psychology 255 to fulfill the core requirement in mathematics if their program allows.

HONORS

Students wishing to graduate with honors in Psychology must maintain a minimum GPA of 3.3 (3.5 beginning with the Class of 2007) and must complete at least six honors courses (18 semester hours minimum). Three of these courses must be in psychology and three must be from outside of the major. One of the psychology honors courses must involve an honors research paper in Psychology 356 or a comparable honors project in Psychology 390. Students must also achieve a minimum cumulative GPA of 3.5 in their psychology major.

INTERNSHIPS

Psychology majors, who have demonstrated ability in their psychology courses, are encouraged to apply for an internship placement during their junior or senior year. Psychology 380 provides a four-semester hour credit internship experience in one of a variety of areas of professional psychological practice and/or research (see course description). These experiences can provide important background for bachelor's degree level employment or graduate education in psychology. Students may also apply for an eight-week summer internship experience in neuropsychology at Rush Presbyterian St. Luke's Medical Center in Chicago. Although students may earn more than 4 semester hours of internship credits, only 4 semester hours can be applied toward the major. Interested students should contact G. Weaver or P. Moes.

COURSES

151 Introductory Psychology: Perspectives on the Self (3). F and S. This course provides an introduction to psychology's study of the biological, affective, cognitive, and social dimensions of human identity and behavior. It includes the consideration of such issues as perception and consciousness, learning and memory, motivation and emotion, personality development and social interaction, stress and adjustment. Students are introduced to the methods of psychological research and to the role of psychology in scientific endeavor

and human application. Through assigned reading and writing as well as classroom discussion, students learn to critically weigh alternative claims regarding human behavior and to appreciate a holistic approach to the study of persons.

201 Developmental Psychology: Lifespan (3). * F and S. An overview of human psychological development from birth to death. The primary objective is to understand the behavior characteristic of each stage of development and the factors which influence that behavior. Not open to students who have taken or plan to take Psychology 204. Prerequisite: Psychology 151 or Education 302, or permission of the instructor.

204 Developmental Psychology: Child (3). * An overview of normal development from conception through adolescence. Organization is chronological (infant, toddler, etc) and conceptual (cognitive development, social-personality development, etc.) Students may engage in service learning at Headstart preschool in lieu of a term paper, but cannot fulfill CCE core in this non-CCE course. Not open to students who have taken or plan to take Psychology 201 or Psychology 205. Prerequisite: Psychology 151 or Education 302 or permission of the instructor. Not offered 2007-2008.

205-CCE Developmental Psychology (3). * F An overview of normal development from conception through adolescence with an emphasis on cross-cultural differences in children's socialization. Particular emphasis is placed on articulations of the Christian faith in U.S. black and Hispanic subcultures. Organization parallels the non-CCE version of the course, but readings and writing focus on cross-cultural understanding. Cross-cultural engagement occurs through Headstart preschool and in worship services. Not open to students who have taken or plan to take Psychology 201 or Psychology 204. Prerequisite: Psychology 151 or Education 302, or permission of the instructor.

207 Developmental Psychology: Adolescent (3). * A study of human development in the second decade of life. Topics include the types of transitions experienced (social, cognitive, and physical); the contexts of adolescence (family, peer-group, school, and work); and adaptive vs. maladaptive

attempts to establish identity and intimacy. Prerequisite: Psychology 151 or Education 302, or permission of the instructor. Not offered 2007-2008.

211 Personality and Adjustment (3). * A study of theory and research pertinent to personality dynamics and adjustment. Coverage typically includes concepts of mental health, the nature of stress, the self concept, and principles of emotional and interpersonal competence. Special emphasis is given to influential world views, Christian assessments, and personal applications. Prerequisite: Psychology 151 or permission of the instructor. Not offered 2007-2008.

212 Psychopathology (3). * F and S. A study of the wide range of abnormal behaviors. Emphasis is on causes, dynamics, and classification, with some attention to treatment approaches. Prerequisite: Psychology 151 or permission of the instructor.

213 Mental Health and the Classroom (3). * S. An introduction to the developmental needs and common developmental stressors of school age children. Emphasis is on the methods of communication and classroom management, which allow the teacher to promote healthy adjustment. Prerequisite: Psychology 151 or Education 302, or permission of the instructor.

216 Psychology of the Exceptional Child (3). * A basic overview of children who differ physically, mentally, or behaviorally from more typical children. Emphasis on causal factors, characteristics, and diagnosis. Prerequisite: Psychology 151 or Education 302, or permission of the instructor. Not offered 2007-2008.

220 Psychological Perspectives on Marriage and the Family (3). * F This course focuses on psychological theory, research, and perspectives on family life. The course examines historical and current conceptualizations of the family as well as cross-cultural and alternative conceptualizations. Psychological perspectives on marriage preparation, marriage, divorce, infertility, child rearing, and single parenthood, as well as developmental changes in the family are addressed. The course also focuses on family dysfunction, treatment, and health. Prerequisite: Psychology 151 or permission of the instructor.

222 Human Sexuality and Gender (3). *F This course explores the ways that sexuality and gender have been studied as variables in psychological research and theory. Special attention will be given to recent theories of physiological and cultural influences on men's and women's development. Biblical and popular perspectives on sexuality and gender issues will be examined, and promises and problems in gender relations will also be studied. Prerequisite: Psychology 151 or permission of the instructor.

255 Statistics and Research Design. (4) * F and S. This course is an introduction to statistics and computer application in psychology. Concepts and procedures taught include levels of measurement, measures of central tendency, correlation techniques, probability theory, and hypothesis tests. Lab work includes the use of SPSS software. This course is intended to meet the core Mathematics requirement for Psychology majors and minors. Psychology students typically take this course in their sophomore year. Prerequisites: An introductory course in one of the social sciences (e.g., Psychology 151) and meeting the Calvin admission requirement in Mathematics.

256 Fundamentals of Research and Practice (3). * F and S. This course will provide hands-on, participatory research activities that build on the basic theories and applications of Psychology 255. Students will be conducting projects that allow the learning of fundamental practice skills in community or social science research, but also provide additional practice and theory building in statistics and basic research methods. Specific concepts will include basic perspectives in social science research, the fundamentals of measurement in social sciences, sampling techniques, survey design, application of statistical methods to real world situations, use of SPSS, ethical issues in research, and the critical evaluation of research methods and results. Prerequisites: An introductory course in one of the social sciences (e.g., Psychology 151) and Psychology 255.

280 The Interview: Theory and Practice in Clinical and Organizational Settings (2). * S. This course focuses on psychological theory, research, and practice in regard to the interview. Emphasis is on historical and

current conceptualizations of interviewing techniques and processes. Theory, issues, and techniques regarding the interview are applied to both clinical uses and organizational settings. Prerequisite: Psychology 212 or permission of the instructor.

301 Organizational Psychology (3). *A consideration of psychological concepts and research related to human action in work situations, particularly in organizations. The course includes discussions of the psychological processes of individuals involved in work and management (e.g., perceptual discrimination in varying tasks, strategies in problem solving, motivation for power and achievement, and effects of compensation on learning), and the social psychology of the work organization (communication patterns, decision-making processes, performance evaluation, conflict, and stress). The relationship of psychological theory and practice are analyzed through case studies of organizational experiences. Also listed as Business 351. Prerequisite: Business 160 and Psychology 151 or permission of the instructor. Not offered 2007-2008.

306 History and Systems of Psychology (3). * This course explores the historical roots of some of the current directions and tensions in the field of psychology. Questions about human nature and the nature of mind and knowledge are addressed through the study of ancient, medieval and modern psychological theory. Prerequisites: two courses in psychology or permission of the instructor. Not offered 2007-2008.

310 Social Psychology (3). * F and S. A study of how people think about, influence, and relate to one another. Attention is given to such topics as persuasion and attitude change, conformity and obedience, group conflict and decision-making, stereotypes and illusions of social thought, attraction and prejudice, and altruism and aggression. Prerequisite: Psychology 151 or permission of the instructor.

311 Theories of Personality (3). * F and S. A study of the enduring human personality characteristics that often distinguish one person from another. Extensive consideration is given to biological, psychodynamic, social, cognitive, and trait-descriptive theo-

ries of personality structure and functioning. The course also introduces students to a variety of personality scales and inventories designed to identify important individual differences in personality. Prerequisites: Psychology 151 and 212 or permission of the instructor.

312 Principles of Psychological Measurement (3). * An introduction to the theoretical and practical issues of psychological testing. Topics include: Reliability and validity of tests, construction of psychological and educational measures, the use and misuse of standardized tests, strengths and weaknesses of commonly used tests, and the social, educational, and legal issues involved in testing and measurement. Prerequisite: Psychology 255 or permission of the instructor. Not offered 2007-2008.

314 Theories of Counseling and Psychotherapy (3). * F An introduction to counseling and psychotherapeutic methods for dealing with emotional disorders. The course includes an overview of major approaches to counseling and psychotherapy with an analysis of the theoretical aspects and techniques employed. An attempt is also made to integrate these various approaches and to view them from a Christian perspective. Prerequisites: Psychology 212 and 311 or permission of the instructor.

322 Perspectives of Psychology: Youth Faith Development and Spiritual Formation (3). * F This course examines how faith is formed and developed, with particular emphasis on the adolescent passage between childhood and adulthood, in cultural context. It includes the history and current practices of spiritual formation with particular emphasis on the Protestant tradition, current theories of moral and faith development, and students' self-reflection on their own formative experiences and insights. Course content to be explored, evaluated, and applied from a Reformed biblical perspective.

330 Psychology of Motivation (4). * S. An investigation of physiological, learning theory, and social-cognitive explanations of motivation. Topics include: Brain mechanisms influencing hunger, sexual desire, attention, punishment and reward, drug effects on personality, emotional processes in addiction, drive and incentive effects in clinical disor-

ders and work activity, gender and culture differences in achievement and power motives, decisional processes in learned optimism, and applications of theory to learning in inner city classrooms and to industrial productivity. The study of motivation is presented as a model for understanding interrelationships among different approaches to psychological theory and research. Two-hour laboratory each week. Prerequisite: Psychology 151 or permission of the instructor. Recommended: Jr./Sr. status.

331 Psychology of Sensation and Perception (4). * A detailed examination of the theories and research pertaining to various sensory and perceptual processes in human beings. Methodological, physiological, and pretheoretical issues are addressed. Two-hour laboratory each week. Prerequisite: Psychology 151 or permission of the instructor. Recommended: Jr./Sr. status. Not offered 2007-2008.

332 Psychology of Learning Processes (4). * A consideration of how research findings and theory relate to learning processes. Included are such issues as the role of reinforcement and punishment, methods of enhancing or suppressing performance, biological limits on learning, stimulus generalization, and discrimination learning. The importance of learning theory for psychology in general is stressed. Two-hour laboratory each week. Prerequisite: Psychology 151 or permission of the instructor. Recommended: Jr./Sr. status. Not offered 2007-2008.

333 Brain and Behavior (4). * F This course explores the rapidly expanding knowledge of brain function that is having a major impact on the way we understand everyday behavior, personality, and human nature. Specific topics include the relationship of brain function to vision, sleep, sexuality, memory, language, emotions, anxiety, depression, schizophrenia, and homosexuality. The course includes an introduction to the work of clinical neuropsychologists and cognitive neuroscientists by way of clinical case studies. Class discussions and readings also focus on our understanding of persons in light of this research. Laboratory and off-campus experiences introduce basic anatomy and physiology of the brain, electrophysiological measures (EEG), behavioral measures of brain function, and neuropsychology.

logical testing. Prerequisites: Psychology 151 and Biology core or permission of the instructor. Recommended: Jr./Sr. status.

334 Cognitive Psychology (4). * F A survey of research and theory in the study of human cognition. The course covers the acquisition, representation, and use of knowledge with emphasis on the processes of memory, language, and decision-making. Two-hour laboratory each week. Prerequisite: Psychology 151 or permission of the instructor. Recommended: Jr./Sr. status.

335 Health Psychology (4). * S This course considers the psychosocial and physiological processes that underlie wellness. The role of stress in cardiovascular disease, cancer, drug addiction, sleep disorders and eating disorders is considered. The centrality of immune and cardiovascular system functioning in health and illness is emphasized. Attention is given to the effectiveness of a wide variety of coping strategies including pain control, physical exercise, and religious practice. Across topics, the course will emphasize current treatment procedures and research issues in the field. Two hour laboratory each week. Prerequisite: Psychology 151 or permission of the instructor. Recommended: Jr./Sr. status.

356 Experimental Psychology (4). *S. This course explores experimental designs and the statistical techniques related to them. Students will have hands-on experience with experimental control techniques, factorial designs and interaction effects, and the use of the analysis of variance. In addition, students will design their own experimental research, implement their studies and analyze the resulting data. This course is a preparation for graduate-level research. Prerequisites: Psychology 255 and 256. .

380 Internship in Psychology (4). * F and S. Students are placed in a field experience related to a specialized area of psychological

practice or research (e.g., school psychology, industrial-organizational psychology, or counseling-rehabilitation psychology). Students work eight hours per week under the direction of an on-site supervisor and participate in regular seminar meetings conducted by the college instructor. These experiences will introduce students to service in professional psychology, as it is related to issues of psychological theory, research, client characteristics and needs, professional standards, and Christian discipleship. Each student will author a project that communicates learning throughout the internship. Prerequisites: Junior or senior psychology major, completion of course sequences related to the internship specialization (information available from the Psychology Department), and departmental approval of student application.

390 Independent Study. F, I, and S. Prerequisite: Permission of the department chair.

399 Psychology and Religion (3). * F and S. This capstone course examines relationships between psychology and religion. It includes discussions of how several major psychologists have attempted to explain religious faith and practice. The course examines frameworks that have been proposed for relating Christian beliefs about persons and psychological explanations. Consideration is given to how these frameworks have influenced recent investigations of areas related to our experiences of Christian faith (e.g., perception, moral development, and emotion). Prerequisites: Psychology 151 and three additional psychology courses or permission of the instructor. (See description of Templeton Award linked to the course under "Financial Information, Other Student Awards" heading of the catalog).

Graduate Courses

590 Independent Study. F, I, and S.