**Course Descriptions and SLOs for UW Psychology Lower Division Courses**

**PSYC 1000 General Psychology**

*Course description*

Credits: 3
Surveys the field of psychology through lectures, class discussion and assigned readings. Includes development of behavior, physiological mechanisms of behavior, perception, motivation and emotion, learning, intelligence, individuality and personality and mental health.

USP 2003-2014 Code U3CS
USP 2015 Code U5H

*Learning Objectives*

* Define and describe key terms, concepts, and theories within major subdisciplines of psychology (i.e., Biological, Developmental, Cognitive, Social, Clinical).
* Review methods used within psychological science and evaluate the ways in which research informs a larger understanding of behavior
* Understand the relative strengths and weaknesses of different psychological theories and perspectives
* Identify ways in which psychological theories, concepts, and ideas apply to the real world

*Human Culture Learning Outcomes*

In order to meet the University of Wyoming Human Culture (H) requirement, courses must meet four of the six Human Culture Student Learning Outcomes and two of the six Critical and Creative Thinking student learning outcomes.

*Human Culture Student Learning Outcomes*

* Examine values about human culture and the place of humanity in the world.
* Explain human ideas and experiences and how those influence societies, human behavior, and human-social interactions.
* Compare different methods and theories to interpret and explain human events and cultures.
* Examine the role of diversity in human societies and how diversity impacts global change.
* Analyze how culture and diversity can be depicted through different forms of expression (e.g., visual arts, performing arts).
* Apply Cultural meaning through different forms of expression (e.g., music, art, dance).

*Critical and Creative Thinking Student Learning Outcomes*

* Access diverse information through focused research, active discussion and collaboration with peers.
* Separate facts from inferences and relevant from irrelevant information and explain the limitations of information.
* Evaluate the credibility, accuracy and reliability of conclusions drawn from information.
* Recognize and synthesize multiple perspectives to develop innovative viewpoints.
* Analyze one's own and other's assumptions and evaluate the relevance of contexts when presenting a position.
* Communicate ideas in writing using appropriate documentation.

**PSYC 2000 – Research in Psychological Methods**

*Course description*

Credits: 4
Introduces some of the methods of investigating psychological questions. Exposure to various research strategies ranging from observational to experimental, using representative laboratory exercises, lectures, readings, films and demonstrations. Requires written and oral reports. May be used to satisfy department’s written and oral communication requirement for majors. Laboratory two hours per week.

Prerequisite: A grade of C or better in [PSYC 1000](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt6698), WA or COM1, [STAT 2050](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt2298) or [STAT 2070](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt5160).
USP 2003-2014 Code U3WB

*Learning objectives*

By the end of this class, you will be able to:

1. Define, and use, terminology and concepts relating to research methodology.
2. Analyze research designs and scientific claims.
3. Consider ethical and contextual issues when conducting research.
4. Analyze and interpret the results of statistical analyses.
5. Communicate effectively and professionally about research.
6. Design and conduct a research study written in APA style format that integrates other learning objectives described above.

**PSYC 2080 Biological Psychology**

*Course description*

Credits: 3
Introduces biological bases of behavior. Includes ethology and comparative behavior, psychobiological development, physiological and sensory mechanisms of behavior, and evolution and behavioral genetics. Presents basic structural and functional properties of the nervous system.

Prerequisite: A grade of C or better in [PSYC 1000](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt6158) and general biology.

*Learning objectives*

#1: Demonstrate a working knowledge of brain anatomy.

1. Students can label key areas of the brain and provide their basic functions.
2. Students can employ correct anatomical terms to verbally describe relationships between different areas.
3. Students can locate cross-sections in all three planes with reasonable accuracy.
4. Students can identify brain areas shown in research articles.

#2: Explain how different neuroimaging techniques are used to study the brain.

1. Students can describe each neuroscience method, what it does and its strengths & weaknesses.
2. Students can identify the best method for a particular research question.
3. Students can analyze brain images from studies i.e. identify the type of image and what structure or area is being highlighted.
4. Students can evaluate the veracity of brain images used in popular culture or to support brain-related claims or products.

#3: For each main topic area, students should be able to

1. Identify brain areas related to specific mental processes.
2. Describe the neuropsychological conditions resulting from damage to these brain areas.
3. Describe how neuroscience methods have been used to establish a relationship between brain areas and mental functioning in intact human participants.

#4: Think critically about how brain science is employed in the real world

1. Identify situations in which knowledge about the brain can affect their daily life.
2. Evaluate the relevance of neuroscience findings for different aspects of society e.g. technology, education and healthcare.
3. Evaluate popular press reports of brain research by determining whether statements are factually correct, if brain imagery is appropriate and identifying oversimplifications & overgeneralizations.
4. Explain how our understanding of psychological disorders differs from how we understand neurological disorders.

**PSYC 2210 Drugs and Behavior**

*Course Description*

Credits: 3
Surveys drugs which affect behavior, emphasizing both psychotherapeutic agents and drugs with abuse potential. Includes brief introduction to the chemistry of the brain and how drugs may have their effects. Behavioral, social, historical and medical aspects of each major class of psychoactive drugs are discussed.

Prerequisite: A grade of C or better in [PSYC 1000](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt6112).

*Learning objectives*

* To understand what constitutes addiction and what biological, psychological, and environmental factors may play a role
* To understand basic pharmacology related to substances of abuse
* To receive a basic overview of major substances of abuse
* To appreciate ethical and practical considerations related to conducting substance use research with humans and animals
* To understand best treatment practices for addictive behaviors

**2300 – Psychology of Child Development**

*Course description*

Credits: 3
Max Credit 3

Explores development and behavior of children from conception to adolescence, emphasizing major roles played by maturation and learning. Acquaints students with the area of child study in terms of research findings, theories of child development and present problems.

Prerequisite: A grade of C or better in [PSYC 1000](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt8258).

*Learning objectives:*

* Understand and explain the major theories of developmental psychology.
* Understand and explain the research strategies of developmental psychology.
* Understand, describe and explain development across childhood, including:
	+ Both typical and atypical development;
	+ The process of biological/neurological, cognitive, and psychosocial development;
	+ Key issues from conception to adolescence.
* Understand the roles of the ecological model, cultural diversity, and biological/genetic processes in human development.
* Critically evaluate current research findings.
* Apply processes of childhood development to students’ own lives and extend this understanding to examples and events in their own communities and the larger world.

**PSYC 2340 Psychopathology**

*Course description*

Credits: 3
Max Credit 3

Provides a general overview of psychological disorders, emphasizing types, etiology and treatment methods.

Prerequisite: A grade of C or better in [PSYC 1000](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt7569).

*Learning objectives*

* Define characteristics of psychopathology across the lifespan
* Describe how psychological disorders are diagnosed using the most recent edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*
* Recognize and distinguish the symptoms and characteristics of a wide variety of psychological disorders
* Identify influences that cause and maintain psychological disorders
* Recognize different approaches to treating psychological disorders and identify their relative effectiveness

**PSYC 2380 Social Psychology**

*Course description*

Credits: 3
Examines how peoples’ thoughts, feelings, and behaviors are influenced by the presence of others. Course will cover a broad range of theories and research in social psychology.

Prerequisite: A grade of C or better in [PSYC 1000](https://acalogcatalog.uwyo.edu/preview_entity.php?catoid=14&ent_oid=2277&hl=%22psychology%22&returnto=search#tt1533).

*Learning objectives*

By the end of this course, you should be able to…

* Recognize social psychological concepts (e.g., informational & normative influence) when they are described using different words than the original definition; and *when they appear in “real-life” social situations.*
* Explain the conclusions that follow from a social-psychological study; and *how the principles illustrated in them could generalize and affect “real-life” social interactions*.
* Apply social-psychological concepts to foster more desirable social interactions in “real life” (e.g., promoting helpful behavior, fostering close relationships, or reducing prejudice).
* Begin developing skills to critique and understand the limitations of specific scientific psychological studies for particular outcomes