Department of Psychology

Department Overview

The Department of Psychology (https://www.apu.edu/bas/psychology) at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. In their study of psychology, students are trained to employ systematic methods of inquiry to explain normal and abnormal behavior, examining a number of factors including neural, cognitive, developmental, cultural, interpersonal, and individual differences. Students also engage in the development of their strengths and skills in personal, intellectual, and spiritual areas.

Each faculty member is a committed Christian with an interest in the individual student. As a department, the faculty are committed to preparing students for a wide range of postbaccalaureate work in psychology or related disciplines, and helping students reflect upon the relationship of psychology to the Christian faith. Programs and activities associated with psychology are planned by the faculty, the Psychology Club, and the Psi Chi honor society to create a spirit of community. These activities include graduate school forums in which students interact with Christian psychology professionals, as well as informal gatherings where psychology majors receive information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.

The design of the undergraduate curriculum reflects the extensive breadth of psychology and provides internship experience in applied field or research settings. There are two undergraduate degrees offered: the Bachelor of Arts (B.A.) (http://catalog.apu.edu/undergraduate/school-behavioral-applied-sciences/psychology/psychology-major) and the Bachelor of Science (B.S.) in Psychology (http://catalog.apu.edu/undergraduate/school-behavioral-applied-sciences/psychology/psychology-bs). While the degrees overlap with the same basic and research-based courses, the focuses in terms of elective courses are vastly different. The B.A. program focuses on the applied areas of understanding the human condition, and the B.S. program focuses on the neurocognitive domains of behavior, emphasizing research skills.

The department also offers a psychology minor (http://catalog.apu.edu/undergraduate/school-behavioral-applied-sciences/psychology/psychology-minor), and a bachelor’s completion program in psychology (http://catalog.apu.edu/graduateprofessional/behavioral-applied-sciences/department-of-psychology/psychology-bs) for transfer students who have at least 30 units of college credit.

Mission Statement

The Department of Psychology at APU is a community of Christian scholars who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of our students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that each student develops his or her potential and is prepared for where God is leading them to serve.

Program Learning Outcomes

1. **Disciplinary Knowledge:** Students demonstrate a working knowledge of psychology’s content domains, key theories, concepts, principles, themes, and applications of psychology in society.

2. **Critical Thinking, Scientific Inquiry, and Effective Communication:** Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and (e) interpersonal communication.

3. **Values and Ethics:** Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal (a.5) contexts. Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross-cultural levels.

4. **Application to Vocation:** Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to (a) develop vocational postbaccalaureate goals, (b) work collaboratively with diverse others, (c) serve the needs of others, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.

5. **Faith Integration:** Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

Career Opportunities

Study in psychology provides a foundational background for a broad variety of careers in which the understanding of human behavior and social processes is useful. Graduates with a bachelor’s degree in psychology have a foundational background for entry-level jobs in mental health or community service agencies, business, and human resources. For advanced positions requiring testing, counseling, or consulting, a master’s degree is generally the minimum requirement, while psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in developmental, family, health, educational, sports, industrial/organizational, ministry, and experimental psychology, as well as neuropsychology. They may also pursue licensure as clinical, counseling, or school psychologists, or marriage and family therapists. Other areas in which students seek careers include social work, marketing, law, physical therapy, and medicine. In a recent alumni
survey, 85% completed postgraduate study, with two-thirds of those in a discipline-related position, and half of the alumni surveyed achieved national licensure or certification in the field. All students planning to major in psychology are urged to make an appointment at the department office (Wynn 109) and to continue visiting the department for help with progressing in the major and beyond.

Majors
- Bachelor of Arts in Psychology (http://catalog.apu.edu/undergraduate/school-behavioral-applied-sciences/psychology/psychology-major)
- Bachelor of Science in Psychology (http://catalog.apu.edu/undergraduate/school-behavioral-applied-sciences/psychology/psychology-bs)

Minors
- Psychology (http://catalog.apu.edu/undergraduate/school-behavioral-applied-sciences/psychology/psychology-minor)

PSYC 110, General Psychology, 3 Units
This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

PSYC 110H, General Psychology - Honors, 3 Units
This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PSYC 250, Data Analysis in Psychology, 3 Units
Using SPSS and other statistical software this course will examine applied statistics emphasizing analysis of variance and covariance for analyzing psychological experiments as well as correlational methods such as multiple regression, and factor analysis. Activities involve selecting the appropriate tests, interpreting the results, and scientific report writing.

**Prerequisite:** PSYC 110 and MATH 130

PSYC 290, Human Growth and Development, 3 Units
This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

PSYC 290H, Human Growth and Development - Honors, 3 Units
This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PSYC 292, Introduction to Brain and Behavior, 3 Units
The purpose for this course is to provide a foundation of the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course serves as an introduction to the neurobiology of various psychological and neurological diseases.

**Prerequisite:** PSYC 110

PSYC 301, Global-Local Cultural Psychology Integration I, 1 Unit
This course prepares students for their semester of study abroad. Students are introduced to the cultural, multicultural, social, and ecosystemic contexts of the local study abroad culture. Students are introduced to the history, major cultural values, and cultural, sociopolitical, and interpersonal dynamics that inform and situate their study abroad. Students develop an understanding of the cultural bases for psychological processes of individuals they are likely to engage with during study abroad. Students also develop awareness, self-knowledge, and self-assessment of their skills for engaging in intercultural and multicultural contexts. Students are prepared to advance their cultural self-knowledge and knowledge of diverse others in the formation of cultural competence.

**Prerequisite:** Students to be enrolled in study abroad South Africa and a Psychology Major

PSYC 302, Global-Local Cultural Psychology Integration II, 2 Units
This course facilitates student re-entry from a semester abroad. Students critically analyze their international study experience, synthesizing their gained awareness, knowledge of self and other, and skills in engaging with diverse others during their semester abroad. This course facilitates students translating their advanced knowledge and skills from the cross-cultural context into knowledge and skills that are effective for use in navigating their domestic multicultural context, facilitating their identity formation into ethical and responsible local citizens and emerging professionals.

**Prerequisite:** Students will have returned from study abroad South Africa the previous semester and are psychology majors
PSYC 305, Educational Psychology, 3 Units
Educational psychology is a broad field of study that focuses on the various aspects that influence learning and human knowledge. This course provides an overview of the principles and theories used throughout other psychological fields, but in the context of educational psychology. Specifically, this course covers development, culture, motivation, learning, cognition, and learner differences.
Prerequisite: PSYC 110

PSYC 320, Social Psychology, 3 Units
How are individuals’ thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.
Prerequisite: PSYC 110

PSYC 330, Sports Psychology, 3 Units
Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Students will spend time on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity.
Prerequisite: PSYC 110

PSYC 340, History of Psychology, 3 Units
The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.
Prerequisite: PSYC 110, PSYC 290

PSYC 345, Psychology of Child and Adolescent Development, 3 Units
This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors is reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, and cognitive and moral aspects of development are examined. Meets the General Education Requirement: Social Science.
Prerequisite: PSYC 110

PSYC 355, Psychology of Adult Development, 3 Units
This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects are examined. The emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ ecological systems, work, ethics, and morality.
Prerequisite: PSYC 110, PSYC 290

PSYC 360, Abnormal Psychology, 3 Units
The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.
Prerequisite: PSYC 110 and PSYC 290 or SOCW 310 and SOCW 311

PSYC 362, Writing 3: Research Methods in Psychology, 4 Units
Students in this course engage in a comprehensive overview of quantitative and qualitative research methods used in psychological research, and gain an understanding of the ethical considerations and other challenges involved in good research design. Students also engage in an original research project and learn to write utilizing the style adopted by the American Psychological Association. This course includes a lab component. Meets the General Education Requirement: Writing in the Disciplines.
Prerequisite: WRIT 260, PSYC 110, and MATH 130

PSYC 370, Industrial/Organizational Psychology, 3 Units
Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.
Prerequisite: PSYC 110

PSYC 375, Psychology of Conflict Management and Mediation, 3 Units
This class develops a psychological understanding of the dynamics of human conflict; the differences between constructive and destructive conflict; the different ways in which conflict can be managed, resolved and transformed, and develops the basic skills in the management and resolution of conflict.
Prerequisite: PSYC 110 or instructor consent
PSYC 380, Psychology of Personality, 3 Units
This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality.
Prerequisite: PSYC 110 and PSYC 290 or SOCW 310 and SOCW 311

PSYC 380H, Psychology of Personality - Honors, 3 Units
This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality.
Prerequisite: PSYC 110 and PSYC 290 or SOCW 310 + SOCW 311. Must also be a student admitted to the Honors College and be considered a member in “active” status.

PSYC 385, Health Psychology, 3 Units
This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.
Prerequisite: PSYC 110, PSYC 290 or SOCW 310 & SOCW 311, BIOL 101 or BIOL 151, or instructor consent.

PSYC 386, Community Psychology, 3 Units
This course is designed to give students an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus will be on the development and application of community-based psychological theory and research to understanding, designing, implementing, and evaluating social change and empowerment. the roles of research and social action at multiple levels of analysis to facilitate social change will be examined. May be repeated up to 6 units.
Prerequisite: PSYC 110

PSYC 390, Cognition, 3 Units
An overview of cognitive psychology is provided. Theories and research concerning sensation, perception, memory, and other higher-order mental processes include imagery, language, creativity, concept formation, and decision-making are discussed.
Prerequisite: PSYC 110

PSYC 400, Multicultural Psychology, 3 Units
This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop multicultural competence in working with individuals from diverse backgrounds. Meets the General Education Requirement: Intercultural Competence.
Prerequisite: PSYC 110

PSYC 400H, Cultural Psychology- Honors, 3 Units
This course presents major psychological theories and practices from a multicultural perspective, emphasizing shared components across cultures. A historical overview of different minority groups in the United States and how these people groups have adjusted and adapted to new cultures is presented. Students explore major psychological theories and practices from a multicultural perspective, with an emphasis on the cultural sources of diversity in thinking, emotion, motivation, self, development, and psychopathology. This course is designed to help individuals begin to understand the need for issues of being culturally competent in working with individuals from diverse backgrounds. Meets the General Education Requirement: Intercultural Competence.
Prerequisite: PSYC 110. Must be an Honors Program student or non-honors student with a GPA > 3.4

PSYC 405, Psychology of Learning, 3 Units
This course examines several major theories and research in the psychology of learning. How learning theories have developed historically and how learning principles apply to psychological problems are also explored.
Prerequisite: PSYC 110

PSYC 410, Psychology of Exceptional Children, 3 Units
Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders.
Prerequisite: PSYC 110 and PSYC 290 or SOCW 310 and SOCW 311

PSYC 415, Group Process, 3 Units
Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction.
Prerequisite: PSYC 110
PSYC 430, Intervention Strategies with Children, 3 Units
This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site.
Prerequisite: PSYC 110 and PSYC 290 or SOCW 310 and SOCW 311

PSYC 432, Psychosocial Interventions in Pediatric Health Care, 3 Units
This is a core course in the child life specialist curriculum. Course content includes a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students will understand various intervention techniques using developmental play, music, art, dance, and other forms of recreation. Students gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team.
Prerequisite: PSYC 110 and PSYC 290 or SOCW 310 and SOCW 311

PSYC 440, Psychology of Religion, 3 Units
This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.
Prerequisite: PSYC 110

PSYC 445, Psychology of the Family, 3 Units
This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.
Prerequisite: PSYC 110, PSYC 290

PSYC 450, Counseling, 3 Units
This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills.
Prerequisite: PSYC 110, PSYC 290 or SOCW 310 & SOCW 311

PSYC 453, Bilingualism, Biculturalism, and Cognition, 3 Units
This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.
Prerequisite: PSYC 110 and PSYC 390

PSYC 455, Field Experience, 3 Units
This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. This course can be repeated to a total of 6 units counted toward the major, 9 units toward the degree. Meets the General Education Requirement: Integrative and Applied Learning.
Prerequisite: PSYC 110

PSYC 462, Research Methods II, 3 Units
The course is designed to further develop students' understanding of research design and the research process in the behavioral sciences. Students investigate at an advanced level the validity threats inherent in the research process and explore a variety of advanced research designs. Students have the opportunity to utilize various designs in their own research endeavors and learn to use SPSS for the analysis of their own research endeavors and data.
Prerequisite: PSYC 110, MATH 130, PSYC 362

PSYC 463, Drugs, Behavior, and Society, 3 Units
This course provides an overview of drug use historically and in contemporary society from community and biopsychosocial perspectives. It provides an in-depth study of various psychoactive drugs of abuse, including physiological, psychosocial, health, legal and political aspects of drugs. This course explores drug-taking risk behaviors and issues related to dependence among high risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined in this course.
Prerequisite: PSYC 110

PSYC 470, Cognitive Neuroscience, 3 Units
Cognitive neuroscience is the study of the relationship between cognitive processes and the brain. Students first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models, then learn how these methods have been used to inform our understanding of the neural correlates of memory, decision making, perception, and social cognition.
Prerequisite: PSYC 292
PSYC 472, Neurological and Behavioral Disorders, 3 Units
This course examines the neurobiology of various psychological and neurological diseases. Neurological disorders covered include developmental, tumors, seizures, strokes, traumatic brain injury, neurodegenerative, and infectious disease. Behavioral disorders include schizophrenia, major affective disorders, anxiety disorders, autism, attention-deficit hyperactivity disorder, stress disorders, sleeping and eating disorders. The neurobiology of drug abuse will be analyzed based on common features of addiction, pathways affected by commonly abused drugs and heredity factors.
Prerequisite: PSYC 292

PSYC 475, Research Experience, 3 Units
This course helps students improve their research skills by providing an opportunity to integrate knowledge, skills, and interests while conducting a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted. Twelve (12) units of research experience (PSYC 475) can be counted toward the bachelor's degree requirements. Meets the General Education Requirement: Integrative and Applied Learning.
Prerequisite: MATH 130

PSYC 480, Psychological Testing and Measurement, 3 Units
Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. Special materials fee applies. The course is offered to juniors, seniors, and graduate students only. A materials fee applies.
Prerequisite: PSYC 110, MATH 130, and Junior/Senior Standing

PSYC 485, Stress and Coping, 3 Units
This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

PSYC 494, Professional Studies in Child Life, 3 Units
This course in the Child Life Specialist curriculum aids students in gaining a broad understanding of the field of child life and assists them in attaining knowledge regarding subspecialties within the field. The readings in this course meet the recommended reading list formulated by the National Child Life Council (CLC) for students seeking the certification test in the area of child life specialist. Students successfully completing the course are provided with a certification of completion necessary for the CLC certification process. Course content includes: Scope of practice in child life, the official child life documents, impact of illness, injury and health care on patients of families, family-centered care, therapeutic play and clinical education, medical terminology, and medical settings. This course meets the 2013 Child Life Council for specialized course taught by a Certified Child Specialist.
Prerequisite: PSYC 110, PSYC 432, and instructor consent

PSYC 495, Special Topics in Psychology, 3 Units
This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.
Prerequisite: PSYC 110

PSYC 496, Senior Seminar: Psychology and Christian Integration, 3 Units
This class discusses and critically evaluates the core ideas in the integration of psychology and the Christian faith by teaching the four to five established approaches for how to integrate what is known from psychological science and what is known from Biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration. Students are also able to identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology.
Prerequisite: PSYC 110 and PSYC 362; Senior Standing

PSYC 496H, Senior Seminar: Psychology and Christian Integration - Honors, 3 Units
This class discusses and critically evaluates the core ideas in the integration of psychology and the Christian faith by teaching the four to five established approaches for how to integrate what is known from psychological science and what is known from Biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration. Students are also able to identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology.
Prerequisite: Senior standing, PSYC 110, completion of the UDWI req (PSYC 362), and completion of the units required for God’s Word and the Christian Response. Must be a student admitted to the Honors Collegen to be considered a member in “active” status

PSYC 497, Readings, 1-4 Units
This course offers a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent-study fee is assessed for each enrollment in this course.
Prerequisite: PSYC 110
PSYC 498, Directed Research, 1-4 Units
This course provides instruction in research design and technique and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent-study fee is assessed for each enrollment in this class.
Prerequisite: PSYC 110 and Junior or Senior standing.

PSYC 498H, Directed Research- Honors, 1-4 Units
This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
Prerequisite: Honors College, PSYC 110, and Junior or Senior standing

PSYC 499, Thesis/Project, 1-4 Units
This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
Prerequisite: PSYC 110, upper-division writing intensive course, junior or senior standing, or instructor consent

Faculty

Department Chair
Kathryn Ecklund (http://www.apu.edu/bas/faculty/kecklund), Ph.D.

Chair Emeritus
Brian Eck (http://www.apu.edu/bas/faculty/beck), Ph.D.

Professors
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Associate Professors
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Scott J. Wood (http://www.apu.edu/bas/faculty/swood), Ph.D.
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Assistant Professors
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Julianne Edwards (http://www.apu.edu/bas/faculty/jmedwards), Ph.D., Program Director, M.S. in Research Psychology and Data Analysis
Holly Holloway-Friesen (http://www.apu.edu/bas/faculty/hfriesen), Ph.D., Program Director, B.A. in Psychology (Bachelor’s Completion)
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Crystal Wigglesworth, M.S., CCLS

**Adjunct Faculty**
Harmony Jackson (http://www.apu.edu/bas/faculty/hjackson), M.S., CCLS