GRADUATE COURSE OFFERINGS

of

THE DEPARTMENT OF PSYCHOLOGY
355. Basic Course in Guidance (3)
   Introduction to the entire field of guidance with special reference
to the history, need, and basic assumptions underlying guidance work;
examines services necessary in an adequate program of guidance. Recommended
as a beginning course for students planning to major in personnel or
guidance.

405. Psychology of Child Development (3)
   An introduction to the literature and research intended for students
from all divisions of the university who desire an understanding of the
child from the point of view of parents and professional workers dealing
with children.

406. Psychology of Adolescent Development (3)
   A continuation of the plan described in 405, but dealing with the
child from ten through adolescence.

407. Child Study (2)
   Prerequisite, 305. The student participates in actual research in
child study. Required of graduate students majoring in child development
in the department of psychology. Particular emphasis is given to the
techniques of longitudinal research. Open only to seniors and graduate
students.

411-412. Practical Experience with Preschool Age Children (3-3)
   Prerequisites, senior standing and majoring in child psychology,
child development, or early childhood education. Actual experience in the
guidance and education of the preschool and kindergarten child. For
those planning to teach this age group, experiences, readings and discussions
will be planned to meet internship requirements under Plan II.

418. Comparative Studies in Child Development (2)
   Prerequisite, 375 or permission of the instructor. Problems of the
distinction between primitive and urban children's experiences and the
cultural child-rearing practices. A psychological analysis of the con-
trasts between primitive and urban experiences related to the development
of personality.

419. Psychological Testing of Preschool Child (3)
   Prerequisites 305, and permission of the instructor. Planned for
psychology and child development majors in any division of the university.
Evaluation, administration, and practice of the Gesell Developmental Scales,
Cattell Infant Intelligence Test, Minnesota Preschool, and Herrill Palmer.

431-432. Play Therapy (2-2)
   Instruction in the non-directive treatment of emotional problems of
children. Each student responsible for the actual treatment of problem
children. Enrollment restricted to those who will have subsequent use for
therapy with children. Admission only with consent of instructor.
437. Reading Clinic (3)

455. Diagnostic Testing and Appraisal (3)
Basic course introducing guidance, counseling, and clinical psychology students to theory and practice of diagnostic testing. Nature of psychological test construction, problems of scoring and interpretation, survey of most frequently used intelligence, achievement, personality, aptitude and interests tests and their relationship to testing programs covered. Practice in evaluating various types of tests considered.

456. Counseling Tools and Techniques (3)
Prerequisite, 355. This course deals with procedures to be followed in different types of guidance problems encountered by school and agency counselors. Symptoms, causes, and remedial measures in vocational, social, educational, and personal guidance situations studied in detail. Basic counseling techniques and devices applied to typical problems.

457. Occupational Information in Guidance (3)
Prerequisite, 355. Major emphasis is placed on methods by which occupational information may be collected and disseminated to persons needing guidance. Job analyses, community surveys, library materials, and occupational visits studied; dissemination techniques examined include occupations classes, films counseling, career conferences, and similar procedures.

465. Mental Hygiene (3)
Study of the principles of mental health; the maintenance of satisfactory human relationships; the promotion of favorable opportunities for physical, intellectual, and emotional growth of the potentialities of the individual; mental hygiene aspects of social problems.

466. Mental Hygiene (3)
Problems of mental health in the community and professional activities; the maintenance of satisfactory human relationships; mental hygiene aspects of social problems.

467. Quantitative Methods: An Introduction to Psychometric Methods (2)
Prerequisite, 360 or a course in statistics. One hour of lecture and discussion; two hours of laboratory per week. The course centers in analysis of test data on samplings of college students. Evaluation of certain standard tests is made with studies of validity by statistical procedures.

468. Seminar in Human Thought and Behavior (1—optional)
Prerequisite, senior or graduate standing. Meets throughout the year for the discussion of current literature.
469. Psychology of Learning (3)
A discussion and evaluation of the ways in which behavior may be
modified, the conditions which influence learning, and the theories
explaining the learning process. The course normally follows 378,
although either may be taken independently.

475. Systematic Psychology (3)
Planned to orient the student in the foundations of psychology
through a comparative survey of the principal modern points of view.

476. Perception (3)
This course has three parts. First, a study of the general
principles of perceiving. Second, seminar reports by student of crucial
experiments. Third, performance of several short experiments.

477. Psychology of Music (2)
A systematic study of the psychological processes upon which music
appreciation, musical performance and musical creation depend. Lectures,
experimental demonstrations, and evaluations of selected readings in
musical psychology.

478. Psychology of Individual Differences (3)
Prerequisite, 467 or statistics. Study of individual differences
with the conditions in race, sex, learning, and the like that underlie
human differences.

479. Advanced General Psychology (3)
Prerequisite, for majors of senior standing. Study of the various
basic principles proposed for description and explanation of psychological
events. Examination of these principals as applied to special problems
of perception, intelligence, motivation, reasoning, etc.

480. Survey of Comparative Psychology (3)
A comparison of the sensory and motor abilities of animals at
different levels of the phylectic scale, with those of man. Significant
experimental literature is reviewed. Recommended related course, Experi-
mental Comparative Psychology, 378.

481. The Teaching of Speech to the Deaf and Hard of Hearing (2)
Consideration given to voice, speech errors, and method of correction.
Special emphasis on voice production and restoration of speech patterns
of young deaf children. Study of voice and speech coordination of deaf
and hard of hearing children as compared with "normal" coordination of
hearing children. Phonetics related to visibility of movements in lip
reading. Medical lectures and lectures on audiology provided.

482. Education and Development of the Pre-School Deaf Child (2) (theory
and practice)
Program for sensory training, development of parent education and
home education program, memory experiences, visual communication and
speech. Emphasis on mental hygiene and general psychological growth and
development of the deaf. Provides opportunity for observation, demonstra-
tion teaching, and practice in working with children having a profound
hearing loss between the ages of 2 and 5.
483. Education of Children with Impaired Hearing (2)
   Methods and techniques of teaching children with a loss of hearing who are of school age. Consideration of devices and special aids in the development of language in grades 1-7. Special emphasis on correlation of language with total development of the child. Historical development of visual communication (lip-reading) methods, theory and practice for children and adults.

485. Psychology of Mentally Handicapped Children (2)
   Prerequisites, 335 and 336. This course will consider the mental equipment of individual children. Different degrees of retardation, their causes, and disorders of behavior will be discussed. Consideration will be given to the psychological basis of curriculum for mentally handicapped children.

486. Education of the Hard of Hearing (3)
   This course is for the preparation of supervisors and teachers. Content includes the organization and administration of public school classes for the hard of hearing, methods of teaching students with seriously impaired hearing as well as study of auditory mechanisms and diseases of the ear. Work with a demonstration class and lectures by outstanding otologists in the state form essential parts of the course.

487. Mental, Social and Vocational Guidance and Adjustment of Physically and Mentally Handicapped (3)
   Study of the provisions for rehabilitation and techniques of counseling physically and mentally handicapped individuals. Consideration of the goals of individual adjustment of exceptional children, evaluation of techniques for collecting and evaluating information about individual children.

488. Manual Skills and Analysis of Job Areas (3)
   Gives specific instruction on manual skills needed by children with retarded mental development. Techniques for making job analysis and analyzing skills required by slow learning children in specific jobs are included.

489. Parent Education (2)
   Same as Education 489, Home and Family Life 489, and Social Welfare 489.

490. Teaching Reading to Slow Learning Children (3)
   Review of literature pertaining to teaching slow learning children in areas of reading. Observation of slow learning children and diagnosis of their reading; development of reading instruction programs; creation of materials of interest in reading to slow learning children are emphasized.
491-2-3-4. Directed Individual Study (2-2-2-2)
Intended for teachers, social workers, and others engaged in
working with children. Content will be determined from problems presented
by the group. Admission by permission of instructor or graduate standing.

497. Seminar in Child Development (2)
Open only to senior students majoring in Child Development in any
division of the University.

511-512. Inter-Divisional Graduate Seminar in Child Development (4-4)
This sequence brings together in an integrated form pertinent
materials and research findings dealing with children from the fields of
education, home economics, psychology, and social welfare. Required of all
graduate majors in Child Development.

515. Growth and the Psychological Processes (3)
Prerequisite, 12 semester hours of psychology. Theories of growth,
growth patterns, and growth studies are analyzed stressing relationship of
structural and functional change to behavior patterns and the psychological
processes. Studies from related areas. Practice when possible.

516. Psychometric Techniques Practicum Applied to Children (3)
Practicum in psychometric techniques essential to longitudinal research.
No credit if student has earned credit in 567. Recommended related course
365.

518. Social Factors in Personality Development (3)
Prerequisites, permission of the instructor, and twelve hours of
psychology. Influence of social pressures on individual development;
internalization of social experience; relation of external forces to inner
forces; individual functioning as the result of external forces; problems of
distortion by societal impact; and, social experience change as therapy.

525. Psychology of Child Development (3)
A general course in Child Development of the child through age 10.
Designed to meet the needs of those desiring to bring up to date current
findings in the field of child development at the graduate level. Admission
by permission of the instructor or graduate standing.

526. Development of the Self (3)
Prerequisite, permission of the instructor. A study of the forces
significant in the development of the self. Theoretical and practical
consideration is given to the structure and function of the self as related
to the understanding and development of behavior patterns.
527. Psychology of Adolescent Development (3)
A continuation of the plan presented for 525 but dealing with the child
from age ten through adolescence. Admission by permission of instructor or
graduate standing.

528. Projective Techniques for the Study of Personality. (3)
Prerequisite, permission of the instructor. A seminar in the
administration and interpretation of projective techniques. The
theoretical basis for the use of projective techniques applied to the study
of personality and the psychological influences of culture.

530. Individual Testing and Diagnostic Case Studies. (2)
Prerequisite or concurrent, 335. Registration limited. Aims to give
students insight into school failures and maladjustments. A clinic
maintained. Clinical studies made of individuals who present difficulties
in speech, reading, arithmetic, etc. Practice in testing individual
children with the Binet-Simon and similar tests.

531-532. Projective Techniques (The Rorschach Psychodiagnostic Test) (2-2)
Prerequisites, 530; corequisite, 455. A two-semester course aimed
at acquainting the clinical psychology student with the nature of projection
as a personality measure, the history and development of the Rorschach method,
techniques of administration, recording and scoring of responses and problems
of interpretation.

533-534. The Mental Hygiene Clinic (2-2)
Studies and evaluations of behavior problems from the standpoint of
the psychologist, social case worker, and the psychiatrist. Consists of
clinical practice in the Leon County Mental Hygiene Clinic under the
guidance of a psychiatrist, physician, clinical psychologist and social case
worker. In addition to clinical practice, there will be lectures and
discussions. Limited to graduate students and consent of instructor in
charge.

535. Advanced Clinical Psychology (3)
An advanced course in clinical designed to deal with the complex
problems growing out of human adjustment relations.

537. Projective Techniques (Methods in addition to the Rorschach and TAT) (2)
Prerequisites, 435, 436; corequisite, 455. Projection as a technique
for personality study will be considered. The varied uses of this approach
in the clinical case study will represent the general framework of the
course. To be studied in detail, combined with practicum experience are the
drawings, paintings, expressive movements, group Rorschach and related
methods.

538. Individual Psychological Testing (3)
Prerequisites 335, 455, 530. An advanced testing course for
advanced graduate students in clinical psychology.
539. **Vocational and Achievement Testing (3).**

Prerequisites, 435 and 455. Acquaints the student with the main varieties of vocational and achievement tests. Aside from familiarity with the materials consideration will be given to gaining practical experience and using these tests in the case studies involving educational and vocational problems.

540. **The Behavior Clinic (2)**

Prerequisites, 335, and 530. An advanced course in clinical psychology. Each student required to make diagnostic studies of children who are maladjusted because of mental and/or physical handicaps; those who have difficulties in reading and speech; school failure; and those who have emotional maladjustments. Remedial teaching may be given to a number of cases.

545. **Individual Testing and Diagnostic Case Studies (2)**

546. **Reading Clinic (3)**

547. **Advanced Course in Individual Testing (3)**

Prerequisites, 435, 436; corequisites, 455. A course for students planning to work in the field of Clinical Psychology. Discussions and practicum work will center around developing an intimate acquaintance with a large variety of intelligence, achievement, personality and aptitude tests which are regularly used in mental hygiene and psychoeducational clinics for diagnostic purposes. Not included in the course will be the Revised Stanford-Binet, the Wechsler-Bellevue, the Rorschach, and TAT.

548. **Case Study Methods (2)**

Prerequisites, 335, 435, and 436. This is a pre-internship course in Clinical Psychology aimed at developing in the student the ability to conduct interviews, assemble case history materials and write reports on individual problems of social, emotional, educational, and vocational adjustments. The gaining of practical experience will be stressed.

555. **Personnel Work—Its Methods and Procedures (3)**

Prerequisites 366, 405, and 406.

556. **Theory and Practice in Interviewing (2)**

Prerequisite 355. Following a review of fundamental principals in interviewing and counseling, the remainder of the course is devoted to a laboratory where practice interviews are given and evaluated by members of the class. Both planned and impromptu counseling situations, involving typical guidance problems, are included.

557. **Practicum in Guidance (3)**

Prerequisite, 355. Opportunity will be provided in this course for practical experience in some phase of guidance work based on the needs and interests of the student. The work will be done under supervision and may be in such areas as testing, counseling, or placement. Outside resources or specialists may be drawn upon for training facilities as needed.
558. Organization and Administration of Guidance Services (3)
Prerequisite: 355. Consideration will be given to the problems involved in setting up a program of guidance in a school or non-school situation. A study will be made of the various types of guidance organizations found in cities today; techniques for developing an adequate series of guidance services will be studied in the light of each student's future plans or present assignment.

560. Research Methods and Designs (2)
A course emphasizing the use of statistical techniques in the design of psychological experiments.

565. Social Psychology (3)

566. Abnormal Psychology and Mental Hygiene (3)

567. Psychometric Methods (3)

568. Personality (3)
This course is a comprehensive survey of the major facts and concepts which have emerged from the study of personality development. Material is drawn from the biological, psychological, anthropological and social fields. Stress is made on the growth and dynamics of social interactions. Emphasis is on the "normal" personality.

569. Psychology Applied to Problems of Education (3)

570. Seminar on Conditioning (2)
Discussion of the conditioned response as a method for studying learning ability, as a theoretical concept in the psychology of learning, and as a therapeutic technique in certain clinical fields.

575. Human Traits (3)

576. Reading in Abnormal Psychology (3)

577. Contemporary Points of View in Psychology (3)

578. Physiological Psychology (3)

579. Psychology of Learning (3)

580. Seminar in Neuropsychology (2)
An examination of the functions of the nervous system in learning and behavior. Includes such topics as psychosurgery, the cerebral cortex, the thalamus and emotional behavior, and others.

585. Occupational Education for Children with Retarded Mental Development (3)
Course in curriculum development designed for special class teachers of slow learning children and for teachers of general classes in elementary and secondary education who must provide special materials for slow learning children.
586. Education of Intermediate Children with Retarded Mental Development (Theory) (3)
Prerequisites, 585 and permission of the instructor, graduate student. Methods of teaching slow learning children between the ages of 11 to 15. Emphasis on philosophy of occupational education, methods of teaching core areas, problems of making community surveys of occupational outlets for slow learning children.

587. Education of Intermediate Children with Retarded Mental Development (Practice) (3)
Observation of demonstration teaching, participation in teaching situation of slow learning children between the ages eleven to fifteen. Case studies are made of each child in the group, students participate in testing program, analysis of occupational education program for older slow learning children.

588. Education of Crippled Children (Theory) (3)
Medical lectures in orthopedic and neurological defects; physiotherapy lectures; seminars in psychology and educational methodology applicable to classes of crippled children. Demonstration of medical cases and physiotherapy practices are included.

589. Education of Crippled Children (Practice) (3)
Observation of demonstration teaching with children presenting orthopedic and neurological defects; participation in teaching situation under supervision of experienced teacher. Case studies including medical, psychological, and educational provisions and adjustments necessary for physical conditions represented in group.

591-2-3-4. Directed Individual Study (2-2-2-2)

599. Thesis (6)

635. Theory of Psychotherapy (2)
Will review the history of therapy including the contribution of Janet, Freud, Rank, et al. Included will be such topics as directive and non-directive therapy, suasion, relationship, suggestion and hypnosis, and factors of learning and conditioning, therapeutic adjustments such as convulsion, rest sedation, etc. will be briefly touched.

636. Techniques of Therapy (2)
Covers principles and practice of the techniques of therapy in face-to-face relationship; practicum aspects are emphasized. The course will include study of wire-recordings and typescripts of actual therapeutic sessions. Extensive use will be made of role-playing. All students in this course are expected to participate in a group therapy session one hour per week in addition to the class hours.

637. Experimental Clinical Psychology (3)
An advanced course in application of experimental procedures to clinical problems. Experimental findings in the fields of aggression, frustration, conflict, etc., will be discussed.