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Psychology Department Advising Guide For Fall 2014

Welcome to the Fall 2014 edition of the Psychology Department Student Advising Newsletter.
THE COLLEGE OF NEW JERSEY

Remember to register for the Psychology 4-Year Advising Sequence

- *Double majors are required to complete an advising sequence, beginning with the course appropriate to your class standing in Fall 2013.
- *Internal transfer students do not need to complete PSY 096. Enroll in the appropriate advising course based on your class standing during your first full semester as a Psychology major.
- *External transfers should enroll in 096 during your first TCNJ semester and the appropriate course(s) thereafter.
- *See the Advising Sequence Guide on our advising web page (<http://psychology.pages.tcnj.edu/advising/>) for more information.

<p>Rising Sophomores should have completed 096 Orientation to Psychology</p> <p>And should enroll in 097 Exploring the Psychology Major for Fall 2014 or Spring 2015</p>	<p>Rising Juniors should have completed 097 Exploring the Psychology Major</p> <p>And should enroll in 098 Exploring the Psychology Profession for Fall 2014</p>	<p>Rising Seniors should have completed 098 Exploring the Psychology Profession</p> <p>And should enroll in 099 Psychology Professional Seminar for Fall 2014 or Spring 2015</p>
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Additional Note:
 PSY 097 and PSY 099 **do not** meet regularly. Students attend various workshops during the semester to satisfy this advising program's requirements. All students are welcome to attend any workshops.

Beginning Fall 2014, PSY 098 will meet regularly as a quarter class.
 Please register for this class in the Fall.

Class Levels

Freshmen or 1st Year:	0.00–7.75 earned course units
Sophomore or 2nd Year:	8.00–15.75 earned course units
Junior or 3rd Year:	16.0- 23.75 earned course units
Senior or 4th Year:	24.0+ earned course units

For advising resources and information, go to:
<http://psychology.pages.tcnj.edu/advising/advising-resources/>

You can also check out the FAQ on the HSS website at:
<http://hss.pages.tcnj.edu/advising-resources/advising-faq-for-hss-faculty-and-students/>

Advising Tips for Course Registration

***Summer 2014 Registration is Open**

***Fall and Winter Registration is April 1-11, 2014**

Steps for enrolling in classes

- ◆ **Visit the PAWS Tutorials for TCNJ Students website** for complete information on how to log-in to PAWS, search for classes, browse the Course Catalog, view your Holds, add courses to your Shopping Cart, and register for classes.
<http://pawshelp.pages.tcnj.edu/undergraduate-students/current-students/>
- ◆ **View the exact date and time you may register** by visiting the Enrollment Appointment section in the PAWS Student Center. For step-by-step instructions on viewing your Enrollment Appointment, visit:
<http://pawshelp.pages.tcnj.edu/files/2011/07/enrollappt.pdf>
- ◆ **Check PAWS for any HOLDS that will prevent you from registering.** If there is a hold on your account, resolve the matter prior to your Enrollment Appointment. For the description of holds, access the following website:
<http://www.tcnj.edu/~recreg/policies/holdflags.html> **Internal and External Transfer students:** an advising hold will be placed on your record for your first semester ONLY to ensure that you meet with your advisor. This hold will be removed during your advising session.
- ◆ **Search for Classes and Fill Your Shopping Cart.** The Schedule of Classes is available on PAWS. Prepare for registration week by adding courses to your Enrollment Shopping Cart prior to your enrollment appointment. For instructions on how to use your Enrollment Shopping Cart, go to: http://pawshelp.pages.tcnj.edu/files/2011/07/ShoppingCart_8_5_1.pdf
- ◆ **Check for Prerequisite Issues.** You can see if you have met enrollment requirements prior to your enrollment time. The new Validate feature (available in your Shopping Cart) alerts you to any requisite issues that may prevent you from enrolling in a class. For quick tips on using the Validate feature, visit: <http://pawshelp.pages.tcnj.edu/files/2011/07/validate.pdf>
- ◆ **Resolve Requisite Issues before Registration.** If the Validate feature identifies a potential requisite issue, and you are confident that the requisite was met, contact the Office of Records and Registration for assistance.
- ◆ **Meet with your faculty advisor before registering.** Find your advisor in the PAWS Student Center. Go to your advisor's office and sign-up for an advising appointment on the sheets located outside your advisor's office. If there are no sheets posted, your advisor will send you an email to set up an advising appointment with you. When you meet with your advisor, bring your **Psych Major Summary Sheet**, and a **list of courses** for the upcoming semester. It is also a good idea to add courses to your shopping cart before meeting with them.

*Dr. Kim– Prieto's advisees—Dr. Kim-Prieto is on sabbatical. You will be assigned a temporary advisor while she is on sabbatical. Please check PAWS to see who your temporary advisor is, and go to them for any advising help.

Want to become a Psych Major?

Submit your application for **Spring 2015** semester consideration between **September 10, 2014 and September 22, 2014**.

Requirements to apply: minimum overall GPA of 2.0, completed PSY 101 with a C+ or higher grade.

To apply: Read all the instructions and complete the Psychology Major Application found on the psychology department website under "Becoming a Psychology Major".

<http://psychology.pages.tcnj.edu/academic-programs/becoming-a-psychology-major/>

Important note about Scheduling Grid change

Dear Students,

Beginning in Fall 2014, classes at TCNJ will have new start and end times. TCNJ faculty, staff, and students discussed several proposals for changing the way our classes are scheduled, and adopted the one that our community believes best meets a variety of educational and practical needs. Most classes are scheduled to meet for three hours per week, either in two 80-minute sessions (for example, Tuesdays and Fridays, 9:30-10:50 am) or in one 3-hour block during the morning, afternoon, or evening. The first class of the day starts at 8:00 am instead of 8:30 am (good for you early risers!). There is now an additional daytime period for Monday-Thursday classes, as well as college-wide colloquium hours on Tuesdays, Wednesdays, and Fridays.

Here is the official new grid: <http://academicaffairs.pages.tcnj.edu/files/2013/09/Scheduling-Grids.pdf>

As you may know, there are several Psychology courses, notably PSY 203 and PSY 299, as well as a few others, that typically meet in two 2-hour blocks each week. The new course scheduling grid gives us fewer of those blocks to work with, so the Psychology faculty have chosen different options for their classes. For example, some sections of PSY 299 may meet for two 2-hour blocks, some for two 80-minute blocks plus an extra 50 minutes on Wednesday morning, and some for two 80-minute blocks with additional work done outside of class time. This diversity of options may be confusing at first, but I think you will find that you now have more choices about how to manage your academic work. I encourage you to consider which format might work best for you as you choose your classes. For instance, if you like to have more in-class time to work with other students and your professor, consider a class that meets for 4 hours per week. If you work best when you have some time to think about things between class meetings, or if you find it very difficult to concentrate for longer than 80 minutes, choose a class with a separate Wednesday morning session. And, whatever you choose, rest assured – the quality and rigor of our courses will remain the same, regardless of the particular scheduling format of the class.

If you have questions, make sure to speak with your advisor.

With warmest wishes,



Dr. Vivona

Fall 2014 PSY 299: Research Seminar Topics

PSY 299-01: Health Psychology

Barnack-Tavlaris, MR 9:30-10:50AM, W 10:00-10:50

Prerequisite: PSY 203

Health psychology uses psychological concepts to understand how we can improve health, promote wellness, and help people cope with illness. In this seminar, we will use various research methodologies to investigate ways to enhance healthy attitudes and behaviors. DESIGN: Students may have the opportunity to use correlational or experimental design. ANALYSIS: Mixed methodology. PROJECT STYLE: Group projects TOPIC SELECTION: Faculty-directed topics with student input DATA SOURCE: Students may use either PIPER or on-line data collection. SPECIALIZATION FIT: Primarily Social but may also apply to Biopsychology and Counseling/Clinical specializations.

PSY 299-02: Contexts of Development

Chung, TF 1:30-3:20PM

Prerequisite: PSY 203

This course examines the key processes of psychological research with a special focus on understanding how contextual factors (e.g., family, peer groups, communities) shape development during adolescence and the transition to adulthood (ages 18-25). As a student in this course you will review research and statistical knowledge gained in PSY 121 and 203, and use this knowledge to design, carry out, and write a full-length APA-formatted report of an original research project. This course is a prerequisite for upper-level psychology courses, including all 400-level courses. Projects are correlational in design, and students will utilize quantitative analysis. The topics are student-selected, and students will take part in group projects that use PIPER for data collection. This course would be most relevant to social, clinical-counseling or developmental specializations

PSY 299-03: Emerging Adulthood

Hughes, MR 12:30-1:50PM

Prerequisite: PSY 203

The first several years after adolescence include several unique developmental challenges and tasks. In this section of PSY 299 student research groups will spend some time learning about emerging adulthood. Then each group will develop its own unique hypothesis about this developmental period and use TCNJ's PIPER sample to test the hypothesis. DESIGN: Correlational. ANALYSIS: Quantitative PROJECT STYLE: Group project TOPIC SELECTION: Student-selected topics DATA SOURCE: PIPER/student sample SPECIALIZATION FIT: Developmental, Social.

PSY 299-04, 299-05: External Validity

Ruscio, MR 11:00AM-12:20PM (299-04), MR 12:30-1:50 (299-05)

Prerequisite: PSY 203

This course will examine the external validity of psychological research, including the measurement and reporting of appropriate outcomes as well as the generalizability of findings to different populations and settings. Students in this course will use their experience from PSY 121 and 203 to design, carry out, and write an APA-formatted report of an original research project. This course is a prerequisite for upper-level psychology courses, including all 400-level courses. Research projects will be conducted in groups, with each group selecting the topic of studies whose external validity will be evaluated. Data sources will be archival and findings will be presented and assessed in both qualitative and quantitative ways. This section of PSY299 would be relevant to students whose interests, regardless of specialization, focus on applied science (e.g., treatments, interventions, policy) rather than basic science (e.g., causal theory).

PSY 299-06: Social Psychology

Wiley, TF 3:30-5:20PM

Prerequisite: PSY 203

In this research seminar course, students will conduct original research in the area of social psychology. Students will work in 4 groups of roughly 4 students each to develop a research project guided by topics chosen by the instructor. Students will design experimental studies, and will perform quantitative data analyses. Data will be collected from both PIPER and adult online samples. This seminar will be most relevant to students interested in Social psychology; however, students interested in Cognitive, Developmental, or I/O may be able to integrate those topic areas into their research project.

Fall 2014 Specialized Courses

PSY 311: Sensation and Perception

Bireta, MR 11:00-12:20AM

Prerequisite: PSY 101

The basic structure and function of the sensory systems are examined and related to our experience of the world. Topics include anatomy and physiology of sense organs, perception of color, form, movement, space, sound, and illusions, perceptual development, and perceptual motor coordination.

PSY 316: Applied Behavioral Analysis

Staff, R 5:30-8:20

Prerequisite: PSY 121

Provides a foundation in behavior analytic theory and explores how behavior analytic principles are applied to the treatment of such disorders as autism, anxiety disorders, and developmental disabilities. Emphasis will be placed upon experimental design and data collection in applied settings.

PSY 331: Clinical Psychology

Staff, W 9:00-11:50 AM

Prerequisites: PSY 216, PSY 217, and PSY 299

Introduction to common clinical methods of personality assessment and diagnosis. Emphasis on the most common therapeutic theories and techniques.

PSY 350: Psychology of Women

Staff, MR 2:00-3:20 PM

Prerequisite: Three credits of psychology

Examines the psychology of women in light of biological, social, and cultural influences. A variety of psychological theories and research findings will be explored to study the development and behavior of women in various social contexts.

PSY 364: Industrial Psychology

Kirnan, MR 12:30-1:50 PM

Prerequisite: PSY 101

Introduces students to the content areas of industrial psychology and the application of psychological theory to organizational issues. Topics include employment law, job analysis, recruitment and selection, training, performance appraisal and discipline, employee motivation, and workplace safety. Using an applied approach, this course will help prepare students for their roles as employees and managers.

PSY 365: Consumer Behavior

Becker, TF 9:30-10:50AM (365-01), TF 11:00-12:20PM (365-02)

Wheeler, 5:30-9:20PM

Prerequisite: PSY 101 or SOC 101 or MKT 201

Explores basic psychological principles (e.g., learning, memory, perception, attitudes, and motivation) as well as sociological and anthropological concepts (e.g., demographics, group dynamics, cultural influences) in relation to consumption processes and activities used by marketers and public policy actors to influence consumer behavior. Cross listed with MKT 365.

PSY 366: Personnel Selection and Placement

Staff, T 5:30-8:20

Prerequisite: PSY 121

Introduces student to both the processes and tools used in selection and placement with a focus on effective person-job and person-organization fit. Beginning with a needs analysis, students will learn the importance of job analytic techniques, recruitment, and orientation (on-boarding) of new employees. Specific methods of selection and placement will be considered (i.e., cognitive ability tests, personality measures, employment interview, assessment centers, and work samples) for their psychometric properties, legality, and utility.

PSY 370: Developmental Seminar: Racial Attitudes

Hughes, MR 12:30-1:50PM

Prerequisites: PSY121 and PSY220 or equivalents

This course is an advanced introduction to the psychological study of children's and adolescents' racial attitudes. The central goal of this course is to introduce students to the developmental psychological factors responsible for the emergence of racial stereotypes and the consequences of this emergence. A heavy emphasis will be placed on understanding the major theoretical perspectives on the acquisition of racial attitudes. We will also carefully examine what is known about the effects of individuals' racial attitudes on their social behaviors, vocational goals, memory, and other outcomes. A section will also be devoted to racial attitude change.

PSY 370: Developmental Seminar: Cognitive Development

Staff, M 5:30-820 PM

Prerequisite: PSY 121 and PSY 220 or equivalents

This course is designed to examine several aspects of cognitive development in infants and children. Much attention will be focused on development from birth through the first 10 years of a child life. Some adolescent subjects will be discussed. The general focus of the course is on the "normal" or typical course of child development. Primary topics will include brain development, memory, executive functioning, and language development. Students are presented with opportunities to enhance their knowledge base and critical thinking skills to increase their efficacy in the learning process. Each student is required to apply and create knowledge of how children develop through the use of primary source reading, case analyses, lectures, discussion, active research, and group activities from a variety of theoretical concepts relative to the cognitive domains of development.

Fall 2014 Specialized Courses

PSY 373: Counseling and Clinical Seminar: Forensic

Staff, W 5:30-8:20 PM

Prerequisites: PSY 121, and PSY 216 or PSY 217

This course will explore the interface of psychology and law from both a research and clinical perspective. The course content will focus primarily on the role of the psychologist in the criminal justice system, from pre-adjudication to post-incarceration assessment and treatment. Additional roles of psychologists in the civil and family court systems will be explored. A developmental perspective on the etiology of criminal behavior and violence will be explored. Lessons learned from the socio-cultural study of crime and violence will be discussed in terms of implications for future public policy. Legal and ethical issues that face both the clinician and legal counsel are addressed.

PSY 375: Political Psychology

Crawford, T 5:30-8:20 PM

Prerequisites: PSY 121 & 1 foundation course

Political psychology involves the application of psychological theories and processes to political phenomena. Topics include but are not limited to: the role of personality in politics; mass media and candidate perception; political ideology; public opinion; political decision-making; and political intolerance, conflict, and violence.

PSY 383: Counseling & Clinical Field Experience Seminar Hall, TF 2:00-3:20 PM

Prerequisites: PSY 216, PSY 217

Field experience in a mental health setting, with classroom supervision of the clinical activities. Students in the counseling-clinical specialization will integrate knowledge from various courses as they apply concepts in a clinical setting. Both an appropriate piece of written work and an oral presentation to the class will be required. Faculty approval of each placement is necessary.

400– Level Courses

PSY 470: Cross Cultural Child Development

Graham, TF 2:00-3:20

Prerequisites: PSY 299

This course provides students with an in-depth analysis of child development across cultures and includes three major facets: theory, methodology, and empirical findings. We will discuss cross-cultural issues relating to the physical, cognitive, social, and emotional domains of development. This course provides practical applications for future scientists and educators, and instills a deeper appreciation of the complexities of child-development across societies.

PSY 470:Memory

Lynes, M 5:30-8:20PM

Prerequisites: PSY 299

This Senior Topics Seminar will examine theoretical and practical issues relating to human memory. Students will be responsible for reading and discussing the experimental and theoretical memory literature. Because it is a Senior-level class there will be extensive writing experiences that might include some of the following: literature reviews on a specific sub-topic relevant to the course (i.e., summarizing empirical findings and critical analysis of existing studies), a research proposal, and writing results and discussion sections in APA style based on analysis and interpretation of existing data. Class discussions and readings will be devoted toward understanding the theory behind topics such as eyewitness memory and false memories. In addition, we will read and discuss memory studies that use brain-damaged patients (amnesics) and brain-imaging technology to understand how memory works.

This Seminar counts as a Senior Experience for the Cognitive and Biopsychology specialization. Because it is likely to be relevant to other concentrations, please check with your advisor in order to see if it counts for another specialization.

If you are interested or have questions about the course, then please see Dr. Leynes (SB 125; leynes@tcnj.edu).



TCNJ Psychology Dept

Social Sciences Building
Main Office, Room 109

<http://psychology.pages.tcnj.edu>

Summer 2014 Courses

Mini Session/Maymester

PSY 121: Methods and Tools of Psychology

Kim-Prieto, MTWR 9:00-12:15 PM—Maymester/Mini Session

Prerequisite: PSY 101

Psychology Core Course. Encourages students to ask and answer questions from a psychological perspective. It is an experiential course in which students focus on critically evaluating knowledge in psychology. Students will learn to appreciate the strengths as well as to understand the limitations, of various research methodologies. Students will read research articles, create hypotheses, collect and interpret data, and learn how to present results in APA style

PSY 213: Learning and Memory

Leynes, MTWR 9:00-12:15 PM—Maymester/Mini Session

Prerequisite: PSY 101

Psychology Foundation Course. Applies the principles of learning and memory to behavioral change in animal and human situations. Following the course, students will be prepared to conduct group research and to prepare reports on topics that pertain to learning and memory, as well as to explore more specific topics in courses including Cognitive Seminar, Memory, and Applied Behavior Analysis.

PSY 214: Cognitive Psychology

Grimm, MTWR 9:00-12:15 PM—Maymester/Mini Session

Prerequisite: PSY 101

Psychology Foundation Course. This course introduces students to cognitive science. Major topics include the neural basis of cognitive processes, the nature of consciousness, visual pattern recognition, attention, memory acquisition, encoding and retrieval errors, associative networks, semantic knowledge, language, decision-making, and problem solving.

PSY 371: Cognitive Seminar: Memory Across the Lifespan

Bireta, MTWR 9:00AM-12:15PM—Maymester/Mini Session

Prerequisite: PSY 214

This course will introduce students to a variety of issues relating to memory & its functioning as well as developmental issues pertaining to memory functioning. We will explore basic memory issues such as capacity (how much can you remember?), influences on memory (what determines whether or not we will remember something?), the reconstructive nature of memory (memory as a puzzle to be assembled), processes involved in memory formation & retrieval (how exactly does memory work?), & memory assessment (how do you evaluate memory?). We will examine how memory changes across the lifespan from infancy to late adulthood (how does memory change as we develop and why?). *Prerequisite:* PSY 214 (Cognitive Psychology)

Summer A

PSY 373: Counseling and Clinical Seminar: Mindfulness Borders, MTW 1:00-3:45PM—Summer A

Prerequisites: PSY 121, and PSY 216 or PSY 217

Originating from Eastern spiritual traditions, mindfulness and meditation have long histories of influencing Western psychology. This course will explore what scientific methods have taught us about the effects of mindfulness and meditation on the brain, body, thoughts, emotion, and behavior. Students will also mediate in class and be asked to start a meditation practice of their own out-side of class.

Summer A: 400-level Course

PSY 470: Clinical Applications of Biopsychology

Ruddy, MTR 8:00-10:45 AM—Summer A

Prerequisite: PSY 299

In this senior experience, students will discuss recent articles that relate biopsychology (e.g., neurotransmitters and hormones) to individual differences in personality, development, emotions, relationships, and disorders. Students will write, and share with others in the class, literature reviews about selected controversies. While students with Counseling/Clinical or Biopsychology background may be particularly interested in this seminar, specialization in one of these areas is not required. Topics will be shaped by the interests of the students who register for the course.

Summer 2014 Courses

Summer B

PSY 203: Design and Statistical Analysis

Crawford, TWR 3:00-5:45PM—Summer B

Prerequisite: PSY 121

Psychology Core Course. The purpose of this course is to bridge basic knowledge of scientific inquiry, gained through 'Methods and Tools', and more complex applications of scientific inquiry, which is the major goal of 'Research Seminar'. This course will provide knowledge of basic designs, design issues, data analysis including theoretical and practical knowledge, and communication/interpretation of results.

PSY 390/492 Memory Lab

Bireta, TBA—Summer B

Prerequisites: Sophomore status, a minimum GPA of 2.5, and permission of instructor

Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Important: Dr. Bireta's permission is required to participate. Please see Dr. Bireta for more information.

Special (See dates next to courses)

PSY 101: General Psychology

Wiley, TWR 1:00-3:45PM (July 7– August 7)

Psychology Core Course. Introduction to major topics in psychology, including biopsychology, development, cognition, counseling, clinical psychology, social psychology, and psychology in industrial/organizational settings.

PSY299: Memory in Younger and Older Adults

Bireta, TWR 1:00-2:45 PM—Summer "S" (June 3 - July 24)

Prerequisite: PSY203

This research seminar will focus on memory and aging: how does our memory change as we age, and why does it change? You will learn how to design, conduct, analyze, write up, and present a psychological experiment, gaining some experience with collaborative research, while still retaining individual ownership over your final project. We will develop and refine research ideas together as a class. Then, you will conduct an experiment together with a small group of students. You will analyze your data and write up a research report in APA style on your own. Finally, you will present your project to your peers. The course relies heavily on what you learned in Methods & Tools of Psychology (PSY121) and Design & Statistical Analysis (PSY203).

Completing this course will prepare you for undertaking a more substantial project in your senior capstone (PSY4XX).

Design: Experimental

Analysis: Quantitative

Project style: Group project

Topic selection: Student-selected (within a general topic provided by the faculty member)

Data Source: Undergraduate volunteers and existing data from the Memory and Aging Lab

Specialization: Cognitive, Social, Biopsychology

PSY 390/492: Social Change and Collective Identity Lab

Wiley, TBA—Summer B

Prerequisites: Sophomore status, a minimum GPA of 2.5, and permission of instructor

Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants.

Important: Dr. Wiley's permission is required to participate. Please see Dr. Wiley for more information.

Spring 2015 Tentative Specialized Courses

PSY 338: Sport and Exercise Psychology

Dr. Hall TF 2:00-3:20 PM

Prerequisite: PSY 101

The purpose of this course is to understand the psychological components of sport and exercise in order to become a more effective competitor and/or to become more consistent in one's exercise program. In addition, the course will address the psychosocial aspects (e.g., group cohesion, gender and racial differences, team vs. individual sports) and the health aspects of sport and exercise (e.g., burnout, recuperating from injuries, athletes with asthma or diabetes, etc.).

PSY 340: Health Psychology

Barnack-Tavlaris MR 2:00-3:20 PM

Prerequisites: PSY 101

Examines how psychological, social, and behavioral factors interact with and affect the success people have in maintaining their health, getting medical treatment, coping with stress and pain, and recovering from serious illness.

PSY 342: Clinical Psychopharmacology

Ruddy, MR 8:00-9:20 AM

Prerequisite: PSY 212 or permission of instructor

This seminar will explore how psychological disorders are influenced by neurotransmitters, hormones, and neurotrophic factors, and by interventions that increase or decrease these chemicals. Clinical disorders will include: depression, anxiety disorders, anorexia/bulimia nervosa, attention deficits, dementia, and schizophrenia. Both intended effects and side effects of drugs will be studied, as well as individual differences in effects (due to genes/environments).

PSY 343: Behavioral Pharmacology of Drug Abuse

Martinetti T 5:30-8:20PM

Prerequisite: PSY 212

Explores the pharmacological and behavioral events with several drugs of abuse including cocaine, nicotine, alcohol, opiates, hallucinogens, and caffeine, as well as other drugs such as inhalants and Ecstasy.

PSY 370: Children and the Media

Graham TF 9:30-10:50 AM

Prerequisite: PSY 220

This course is designed to introduce students to theory & research on children's media use. The primary focus of the course will be on the psychological impact of the media on children & adolescents, but other areas such as communication, education, political science, & law & justice will be explored. The course is organized in a topical format, exploring the basic theories of the media & tracing development for children & adolescents within each topic. We will examine topics such as advertising, violence, health, sexuality, drugs, music, electronic games, the internet, & media literacy. The course is designed so that both the professor & students lead class discussions. Students will generate thought questions, provide additional readings for the class, & develop a collaborative media project.

PSY 370: Developmental Seminar: Children's Social Development

Graham TF 11:00-12:20PM

Prerequisite: PSY 121 and PSY 220

We will examine child growth and development from conception through adolescence. The general focus of the course is on the "normal" or typical course of child development. Students are presented with opportunities to enhance their knowledge base and critical thinking skills to increase their efficacy in the learning process. Each student is required to apply and create knowledge of how children develop through the use of primary source reading, case analyses, lectures, discussion, active research, and group activities from a variety of theoretical concepts relative to the physical, cognitive, emotional, and/or social/contextual domains of development.

PSY 373: Counseling and Clinical Seminar: CBT

Staff W 9:00AM-11:50 AM

Prerequisites: PSY 121, and PSY 216 or PSY 217

This course, an introduction to cognitive-behavior therapy, expands upon what you have learned about cognitive & behavior therapy theory & techniques in previous psychology courses. You will learn more about some of the strategies & techniques cognitive-behavioral practitioners use to evaluate & treat anxiety; such as relaxation training, assertiveness training, stress inoculation, cognitive restructuring, applied behavioral analysis, & contingency management. Much of this course will involve learning by doing. You will be asked to practice & apply these strategies & techniques to your own life experiences both in class & through weekly homework assignments. This will include reading & completing exercises from one or two popular self-help books. Active in-class participation, including group work, sharing homework assignments with the class, & in-class presentations will help you to learn the most from this course. We will consider important professional issues such as working with diverse populations & ethics in clinical practice.

PSY 373: Counseling and Clinical Seminar: Mental Health and Poverty

Chung TF 1:30-3:20

Prerequisites: PSY 121, and PSY 216 or PSY 217

This course will explore the interface of psychology and law from For decades, researchers have documented a close association between factors associated with poverty and mental ill-health; depression, for example, is twice as common among the poor as among the rich. The best evidence suggests that the relation between poverty and mental illness is cyclical: poverty in-creases the risk of mental disorders and having a mental disorder in-creases the risk of descending into poverty. This seminar will intro-duce students to explanations of this complex negative cycle and evidence-based interventions aimed at improving the various social, financial, and psychological problems associated with mental ill-health. Learning activities will be primarily student-driven and involve a community-engaged component (students and professor will work with a Trenton partner to identify and address a community issue).

Spring 2015 Tentative Specialized Courses

PSY 373: Counseling and Clinical Seminar: Forensic

Staff W 5:30-8:20 PM

Prerequisites: PSY 121, and PSY 216 or PSY 217

This course will explore the interface of psychology and law from both a research and clinical perspective. The course content will focus primarily on the role of the psychologist in the criminal justice system, from pre-adjudication to post-incarceration assessment and treatment. Additional roles of psychologists in the civil and family court systems will be explored. A developmental perspective on the etiology of criminal behavior and violence will be explored. Lessons learned from the socio-cultural study of crime and violence will be discussed in terms of implications for future public policy. Legal and ethical issues that face both the clinician and legal counsel are addressed.

PSY 376: Behavioral Economics

Ruscio, MR 10:00-11:20AM

Prerequisites: PSY 121

Economics deals with the problem of how to allocate scarce resources to their most highly-valued uses, and economic theory usually assumes that people make decisions that maximize their rational self interest. Psychological research demonstrates that under many circumstances, however, our decisions can be influenced by factors including cognitive limitations and biases. The relatively new field of behavioral economics provides insight into circumstances in which these factors adversely affect real world decisions. We will discuss principles such as loss aversion, framing effects, mental accounting, the status quo bias, the endowment effect, and the sunk cost fallacy. We will apply these principles to a wide range of issues and analyze the implications of advice that behavioral economists offer to improve decision making. It is easy to see that when people are free to make their own choices, some choices are made badly. What, if anything, should be done about this? Answering this question requires a thoughtful consideration of how the relevant science (e.g., theory and data on cause and effect) helps us to achieve specified goals (e.g., improving health, wealth, and well-being) in the context of important values (e.g., liberty, equality).

PSY 383: Counseling & Clinical Field Experience Seminar

Vivona, TF 9:30-10:50 AM

Prerequisites: PSY 216, PSY 217

Field experience in a mental health setting, with classroom supervision of the clinical activities. Students in the counseling-clinical specialization will integrate knowledge from various courses as they apply concepts in a clinical setting. Both an appropriate piece of written work and an oral presentation to the class will be required. Faculty approval of each placement is necessary.

PSY 386: Psychological Testing

Kirnan, MR 12:39-1:50PM

Prerequisite: PSY 121

An introduction to theoretical, practical, and ethical issues in psychological testing and measurement. Psychometric principles such as reliability, validity, and utility will be examined in the context of selecting the most appropriate assessment instruments to inform decision making. The development and psychometric properties of widely-used intelligence, achievement, personnel, and clinical/personality tests will be discussed.

400-Level Courses

PSY 470: Self-Regulation

Dahling, M 2:00-4:50 PM

Prerequisites: PSY 299

Self-regulation of behavior is a fundamental motivational process that is relevant to all areas of psychology. In this course, we will take the perspective that human behavior is a continual process of moving toward, and away from, various kinds of goal representations. We will use this framework to study how goals form and interact, why people persist or fail in the pursuit of long-term goals, and how goals can contribute to, and detract from, our wellbeing. Readings are explicitly multidisciplinary, cutting across many specialized areas of psychology to explore self-regulatory processes in a variety of familiar and unfamiliar contexts