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# Psychology Department Spring Advising Newsletter For Fall 2016 Courses



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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 2016 Registration is Open**

**\*Fall and Winter Registration is April 5-15, 2016**

## 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. To view the PAWS Tutorial, [click here](#).
- ◆ **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, [click here](#).
- ◆ **Check PAWS for any HOLDS that will prevent you from registering.** If there is a non-advisor hold on your account, resolve the matter prior to your Enrollment Appointment. For the description of holds, [click here](#).  
**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.
- ◆ **Update your [Psychology Major Summary Sheet](#)** (indicating courses already taken).
- ◆ **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, [click here](#).
- ◆ **Check for Pre-requisite 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, [click here](#).
- ◆ **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. Sign-up on the sign-up sheets located outside your advisor's office OR you will receive an e-mail from your advisor to sign up for a meeting. When you meet with your advisor, bring your **Psych Major Summary Sheet**, and a **list of courses** for the upcoming semester.
- ◆ **Interested in participating in a lab?** Check [the listings online](#) to see what labs are recruiting and how to apply.

\*Dr. Dahling advisees—Dr. Dahling is on sabbatical. You will be assigned a temporary advisor while he 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 2017** semester consideration between **September 10, 2016 and September 22, 2016**.

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](#)".

# Advising Sequence

\*Remember—you **MUST** enroll yourself into the appropriate advising sequence course.  
You are not automatically enrolled.

\*Double majors **ARE** required to complete the advising sequence

\*Internal transfer students do not need to complete PSY 96.

They enroll in the appropriate advising course based on class standing at the time of admission to the Department.

\*External transfers - consult with your advisor to determine which advising courses to complete (96, 99 minimum requirement.)

[Click here to learn more about which advising course to enroll in](#)

<p><b>Rising Sophomores</b> should have completed 96 Orientation to Psychology</p> <p>And should <b>enroll</b> in 97 Exploring the Psychology Major for <b>Fall 2016 or Spring 2017</b></p>	<p><b>Rising Juniors</b> should have completed 97 Exploring the Psychology Major</p> <p>And should <b>enroll</b> in <b>08</b> Exploring the Psychology Profession for <b>Fall 2016 or Spring 2017</b></p>	<p><b>Rising Seniors</b> should have completed 98 Exploring the Psychology Profession</p> <p>And should <b>enroll</b> in 99 Psychology Professional Seminar for <b>Fall 2016 or Spring 2017</b></p>
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#### Additional Note:

PSY 97 and PSY 99 **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.

**98 meets regularly as a quarter class.**

#### 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

# Fall 2016 299: Research Seminar Topics

## **PSY 299-01: Memory**

**Bireta, MR 9:30-10:50AM**

*Prerequisite:* PSY 203

This research seminar will focus on memory: why are some things easier to recall than others and what does this tell us about memory? 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 design and create an experiment together with a small group of students. You will be collect and analyze data as a group. You will 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: PIPER

SPECIALIZATION FIT: Cognitive, Social, Biopsychology

## **PSY 299-02: Alcohol Studies**

**Martinetti, MR 11:00 AM-12:20 PM, W 10:00-10:50 AM**

*Prerequisite:* PSY 203

This course will use behavioral economic techniques to study how price affects alcohol consumption in college students. Students will be trained in behavioral economic theory, quantitative methods, and demand curve analysis. Each team of 4-5 students will collaborate to design and carry out experiments using an Internet-based hypothetical alcohol purchase task. Each student will review research and statistical knowledge gained in PSY 121 and 203 and write an individually produced, full-length APA-formatted report of their team's project. This course is a prerequisite for upper-level psychology courses, including all 400-level courses.

DESIGN: Experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group project (teams of 4-5 students)

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: PIPER/student sample

SPECIALIZATION FIT: Most relevant for Biopsychology, Counseling/Clinical, and Social (Health Psych)

## **PSY 299-03: Individual Differences and Social Ecology**

**Kim-Prieto, TF 1:30-3:20 PM**

*Prerequisite:* PSY 203

Social psychology encompasses various subfields, including emotions and intergroup relations. Students in this section will apply theories of emotion and/or stereotypes to better understand individual differences in psychological outcomes.

DESIGN: Correlations, experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty selected topics

DATA SOURCE: PIPER

SPECIALIZATION FIT: Social

## **PSY 299-04: Scholarly Impact**

**Ruscio, TF 9:30AM-10:50AM**

*Prerequisite:* PSY 203

This course will examine the theory and practice of assessing psychologists' scholarly impact, which is important for decision making (e.g., hiring, tenure and promotion, awarding research funds and professional honors) and research on the advancement of science (e.g., cross-sectional differences and longitudinal trends in theories, methods, and applications). Students will use their experience from PSY 121 and 203 to design, carry out, and write an APA-style report of an original research project. Data will be collected in groups using archival sources. Findings will be analyzed and presented quantitatively. PSY 299 is a prerequisite for upper-level psychology courses, including all 400-level courses. This section would be relevant to students who are interested, regardless of specialization, in defining and measuring the influence of psychological scientists at all stages of their careers.

DESIGN: Correlational

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: Archival

SPECIALIZATION FIT: Any specialization

## **PSY 299-05: Scholarly Impact**

**Ruscio, TF 11:00AM-12:20PM**

*Prerequisite:* PSY 203

This course will examine the theory and practice of assessing psychologists' scholarly impact, which is important for decision making (e.g., hiring, tenure and promotion, awarding research funds and professional honors) and research on the advancement of science (e.g., cross-sectional differences and longitudinal trends in theories, methods, and applications). Students will use their experience from PSY 121 and 203 to design, carry out, and write an APA-style report of an original research project. Data will be collected in groups using archival sources. Findings will be analyzed and presented quantitatively. PSY 299 is a prerequisite for upper-level psychology courses, including all 400-level courses. This section would be relevant to students who are interested, regardless of specialization, in defining and measuring the influence of psychological scientists at all stages of their careers.

DESIGN: Correlational

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: Archival

SPECIALIZATION FIT: Any specialization

## **PSY 299-06: Emerging Adulthood**

**Hughes, MR 3:30-4:50 PM**

*Prerequisite:* PSY 203

Emerging adulthood is the developmental period directly after adolescence, when considerable ideological and attitudinal development occurs. In this section of PSY 299 student research groups will apply theory of attitude development to 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

# Fall 2016 Specialized Courses

## **PSY 331: Clinical Psychology**

**Krauss, W 8:00-10:50 AM**

*Prerequisites:* PSY216, PSY217, and PSY299

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

## **PSY 338: Sport and Exercise Science**

**Schweighardt, W 5:30-8:20 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.). Each student will work with an athlete or an individual who exercises to enhance the mental aspect of their performance

## **PSY 342: Clinical Psychopharmacology**

**Ruddy, MR 8:00-9:20 AM**

*Prerequisite:* PSY212 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**

**D'Amore, R 5:30-8:20PM**

*Prerequisite:* PSY212

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

## **PSY 350: Psychology of Women**

**Brynildsen, 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 re-search findings will be explored to study the development and behavior of women in various social contexts.

## **PSY 355: Psychology of Power, Oppression, and Privilege**

**Wiley, MR 2:00-3:20 PM**

*Prerequisite:* PSY 101

Psychology of Power, Oppression, and Privilege is designed to be a specialized course for the Social Specialization within the Psychology major. This course provides an in- depth coverage of psychology topics, including stereotyping, prejudice and privilege, discrimination and advantage, intergroup relations, attributions, social influence, personal self-esteem and collective self-esteem. In addition, this course provides further opportunities for students to develop their writing, speaking, and presentation skills

## **PSY 364: Industrial Psychology**

**Dahling, MR 9:30-10:50AM**

*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.

## **365: Consumer Behavior**

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

**Wheeler, R 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 370-01: Developmental Seminar: Child Social and Personality Development**

**Graham, TF 11:00-12:20PM**

*Prerequisites:* PSY121 and PSY220 or equivalents

We will examine child growth and development from early childhood through adolescence. The course provides an introduction to social and personality development as well as an overview of developmental science in general - its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. The course explores personality and social development within the context of the various relationships and situations in which children function. Each student will apply and create knowledge of how children develop through the use of primary source reading, case analyses, lectures, discussion, a research proposal, and group activities from a variety of theoretical concepts relative to the physical, cognitive, emotional, and/or social/contextual domains of development.

## **PSY 370-02: Developmental Seminar: Adolescent Development**

**Hughes, MR 12:30-1:50PM**

*Prerequisite:* PSY 121 and PSY 220 or equivalents

In this course students will learn and discuss fundamental concepts and theories related to adolescent development, apply this knowledge to critical thinking tasks and problems, and develop academic writing skills. Topics covered will include biological and cognitive developments in adolescence, as well as changes to adolescents' families, friendships, identity, mental health, and capacities for autonomy and intimacy.

## **PSY 373-01: Counseling and Clinical Seminar: Forensic**

**Staff, W 5:30-8:20 PM**

*Prerequisites:* PSY 121, and PSY216 or PSY217

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.

# Fall 2016 Specialized Courses

## **PSY 373-02: Counseling and Clinical Seminar: Sexual Offending & Substance Abuse**

**Motta, TF 9:30-10:50AM**

*Prerequisites:* PSY 121, and PSY 216 or PSY 217

The focus of this course is to introduce students to the field of sex offender treatment in the context of personality, current evidence-based treatment and co-occurring substance abuse/use. Students will explore personality traits that are common among forensic populations as well as the etiology of both sexual offending and substance use. Through selected readings, class discussion, and review of current assessment measures students will develop a comprehensive treatment plan that addresses the complex clinical needs of this interesting and challenging population.

## **PSY 376: School Psychology**

**Greiner, R 5:30-8:20 PM**

*Prerequisite:* PSY 121

This course will introduce students to the field of school psychology, from a historical and current perspective. The multifaceted function of the school psychologist will be examined with emphasis on the assessment, prevention, and intervention roles. The expected competencies required of school psychologists by the state and national accrediting bodies will also be reviewed. An introduction to current educational issues and legislation influencing the profession, career options within the specialty area, and best practices in the field will also be considered.

## **PSY 383: Counseling & Clinical Field Experience Seminar**

**Chung, W 9:00-10:50 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.

## 400– Level Courses

### **PSY 470-01: Psychology of Women's Health**

**Barnack-Tavlaris, MR 12:30-1:50PM**

*Prerequisites:* PSY 299

This senior topics course is designed to examine issues related to women, gender, and health, from a biopsychosocial perspective. Students will learn to evaluate and discuss the literature and various theoretical perspectives. Examples of topics include reproductive health, cancer, heart disease, autoimmune disorders, pain, and health disparities. These topics will be explored across the lifespan and across various cultural contexts. Students will develop their scientific writing and skills through intensive writing assignments. This seminar counts as a Senior Capstone for the Social Specialization.

### **PSY 470-02: Self-Regulation**

**Dahling, MR 11:00AM-12:20PM**

*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. We will explore “big picture” issues such as the following:

- What can an understanding of self-regulation tell us about why some people struggle to control bad habits, like overeating and excessive spending?
- What are the functional and dysfunctional ways to deal with failure to attain a goal? Why can't some people let failure go?
- How do social relationships (e.g., parental attachment, religious affiliations) impact our ability to self-regulate the pursuit of difficult goals?
- How does the mere framing of goals substantively impact our likelihood to actually attain them?
- What personality traits and other individual differences influence our ability to self-regulate and remain focused on our goals, for better or for worse?

## Mini Session/Maymester

### **PSY 101: General Psychology**

**Bireta, T 9:00-12:10 PM—Maymester/Mini Session**

Psychology Core Course. Introduction to major topics in psychology, including biopsychology, development, cognition, counseling-clinical psychology, social psychology, and psychology in industrial/organizational settings. **This is a blended course.**

### **PSY 121: Methods and Tools of Psychology**

**Wiley, MTWR 9:00-12:10 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 376: Psychology of Leadership**

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

*Prerequisite:* PSY 121

This course explores developmental, cognitive, and social psychology perspectives on leadership emergence and effectiveness in groups. Diversity is an important theme in the course, which emphasizes the roles of individual differences such as gender, race, and national culture in leadership processes. Other topics include leader emotions, charisma, and abusive/toxic leadership. The material is intended to be accessible and relevant to students regardless of specialization interests.

## Summer A

### **PSY 375: Positive Psychology**

**Kim-Prieto.**

*Prerequisites:* PSY 121

Positive Psychology refers to the scientific study of human strengths and conditions that allow individuals, communities, and societies to thrive and flourish. In this seminar, we will investigate individual as well as societal and cultural conditions that promote flourishing. Topics may include individual level variables such as grit, flow, compassion, self-regulation and emotions, as well as societal level characteristics. **Psy375 is an asynchronous online course. All course components will take place online. While the course has a set schedule of when the readings, discussion posts, and other assignments are due, it does not have a meeting**

## Summer A: 400-Level Course

### **PSY 470: Clinical Applications of Biopsychology**

**Ruddy, MTR 8:00-10:50AM—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 B

### **PSY 390/492 ERP Lab**

**Leynes, 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. Leynes's permission is required to participate.

Please see Dr. Leynes for more information.

### **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 Course Offering

### **PSY299: Best Practices in Psychology**

**Crawford, TWR 9:00-11:50 AM, Dates: 6/20-7/22**

*Prerequisite:* PSY203

Psychology has recently faced a crisis of confidence due to several developments, including but not limited to fraud, poor research practices, and an inability to replicate results. This 299 seminar will focus on understanding the sources of this crisis, training in better methodological and statistical practices, identifying studies that are good candidates for replication, and attempting to replicate those studies.

Design: correlational and/or experimental (various projects, so possibility of various designs)

analysis: quantitative

project style: group project

topic selection: student-chosen, with faculty direction

data source: TCNJ, online, and archival

specialization: social; cognitive