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PSYCHOLOGY DEPARTMENT



Spring Advising Newsletter Fall 2017 Courses

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

*Fall and Winter Registration is April 4-14, 2017

*Summer 2017 Registration is Open

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). If you entered the major Fall 2015 or after, you should use this version of the [Psychology Major Summary Sheet](#).
- ♦ **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 [click here to apply](#).

*Dr. Borders, Dr. Grimm and Dr. Kirnan are on sabbatical. Their advisees were assigned a temporary advisor **for Spring 2017**. Please check PAWS to see your temporary advisor, and go to them for any advising help.

Want to Become a Psychology Major?

Submit your application between **September 10, 2017 and September 22, 2017** for **Fall 2017** semester consideration.

Requirements to apply: Minimum overall GPA of 2.0; completion of 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](#)".

*A general reminder for students who want to add a **Psychology minor** — you can fill out a minor form at any time during the semester.

[Click here for instructions on applying for a minor](#). Don't wait until the last minute to complete your minor form!

Advising Sequence

Remember to register for the Psychology 4-Year Advising Sequence

*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 (PSY 96, 99 minimum requirement).

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

Rising Sophomores
should have completed
96 Orientation
to Psychology

And should **enroll** in
97 Exploring the
Psychology Major for
Fall 2017 or Spring 2018

Rising Juniors
should have completed
97 Exploring the
Psychology Major

And should **enroll** in
98 Exploring the Psychology
Profession for
Fall 2017 or Spring 2018

Rising Seniors
should have completed
98 Exploring the
Psychology Profession

And should **enroll** in
99 Psychology
Professional Seminar for
Fall 2017 or Spring 2018

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

For advising resources and information, [click here](#).

You can also check out the FAQ on the HSS website by [clicking here](#).

Fall 2017 299: Research Seminar Topics (1 of 2)

PSY 299-01: Memory & Cognition

Bireta, TF 8:00-9:30AM

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 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: Applied I/O Topics

Kirnan, MR 8:00-9:20AM, W 8:00-8:50 AM

Prerequisite: PSY 203

In this section of PSY299 we will be exploring a specific topic under the broader concept of ethical decision making. Rather than investigating headline ethical cases (i.e., Ponzi schemes of Bernie Madoff, child abuse scandals at PSU and in the Catholic church, or tainted water in Flint, MI), we will focus on everyday ethical challenges that all of us face. These include academic integrity issues, cheating in athletics, workplace deviance, bullying, and discrimination. I have not finalized our specific focus at this time, but potential topics include manipulating variables in an ethical scenario and observing participant responses in terms of their perceived ethicality of the situation; correlating ethical perceptions, intentions, or behavior with various personality traits (e.g., Locus of Control, Machiavellianism, Psychological Type, HEXACO); and analyzing participant responses to ethical situations in light of various psychological theories (e.g., motivation, justice, bias, moral disengagement). Our data collection may involve asking participants to generate their own ethical challenges, posing ethical scenarios, or analyzing archived ethical cases that I have collected over the years. Students will work in small groups as we explore this topic together.

DESIGN: Experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topic

DATA SOURCE: PIPER, online (Mechanical Turk), or archival data

SPECIALIZATION FIT: Any specialization is welcome and will be prepared for the course. Maybe more interest for I/O, Cognitive, Social.

PSY 299-03: Alcohol Studies

Marinetti, TF 11:00-12:20 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 299-04: Cognitive Development

Stahl, MR 11:00-12:20PM

Prerequisite: PSY 203

Studying the origins of the human mind is a challenging but exciting endeavor. In order to understand what an infant is thinking, we must devise clever ways to uncover their knowledge. This 299 seminar will focus on learning and/or memory in infants and young children. Students will learn the relevant theories and methodologies, analyze existing data sets, generate new experimental ideas, and write a full APA style research paper.

DESIGN: Experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed

DATA SOURCE: Archival

SPECIALIZATION FIT: Developmental, Cognitive

Interested in joining a
Lab next semester?

[Click here to apply!](#)

Fall 2017 299: Research Seminar Topics (2 of 2)

PSY 299-05: Memory

Leynes, MR 3:30-4:50 PM

Prerequisite: PSY 203

This research seminar will examine theoretical, empirical, and practical issues relating to human memory. The activities in PSY 299 emanate from my research background in memory, and I structure this class similar to my research lab. I will develop a comprehensive research plan over the break to address a research question in memory. The research plan will include obtaining IRB approval and developing most of the materials (programs, stimuli, etc.) that are needed to collect data. Students in this class will collect the human-subjects data (1 or 2 experiments), analyze the data, and write a full APA-style research paper under my guidance. These activities will develop your critical thinking and writing skills (the core goals of any research seminar). This course structure promises a high-quality, experimental research experience that will be enriched by my own research experience.

DESIGN: Experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: PIPER/student sample

SPECIALIZATION FIT: Cognitive, Biopsychology

PSY 299-06: Inter-Group Relations

Wiley, MR 2:00-3:20 PM

Prerequisite: PSY 203

In this section, we will conduct experimental social psychological research on how people respond to discrimination and inequality. Students will work in groups on faculty-directed topics and will conduct quantitative analyses of data collected online and through PIPER. Other relevant specializations include I/O and C&C.

DESIGN: Experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed, with student in-put

DATA SOURCE: PIPER and online

SPECIALIZATION FIT: Social, Clinical & Counseling



Fall 2017 Specialized Courses (1 of 2)

PSY 331: Clinical Psychology

Krauss, W 8:00-10:50 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 338: Sport and Exercise Psychology

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 340: Health Psychology

Barnack-Tavlaris, M 8:00-10:50 AM

Prerequisite: PSY 121 or ANT 240

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

PSY 343: Behavioral Pharmacology of Drug Abuse

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

Prerequisites: PSY 212

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

Gervasi, R 5:30 -8:20 PM

Prerequisites: PSY 121

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

PSY 355: Psychology of Power, Oppression and Privilege

Sepulveda-Kozakowski, TF 2:00-3:20 PM

Prerequisite: PSY 121

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 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 11:00-12:20 PM (365-01),

Wheeler, M 5:30-9:20 PM (365-02)

Prerequisites: PSY 101 or SOC 101 or MKT 201

Combined section with MKT 365.

Students will learn to apply basic social science principles and theories to an understanding of the behavior of consumers. 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), are explored and examined in relation to consumption processes and activities used by marketers and public policy actors to influence consumer behavior.

PSY 370-01: Developmental Seminar:

Child Personality and Social Development

Graham, TF 9:30-10:50 AM

Prerequisites: PSY 121 and PSY 220

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 about the physical, cognitive, emotional, and social/contextual domains of development.

PSY 370-02: Developmental Seminar: Topic TBA

Staff, MR 2:00-3:20 PM

Prerequisites: PSY 121 and PSY 220

The Developmental Seminar's focus varies across semesters with respect to both age (children/adolescents/adults) and topic (e.g., Origins of Social Cognition, Adolescent Development, Child Therapy, Children and the Media). Students may repeat the seminar as topics change.

Fall 2017 Specialized Courses (2 of 2)

PSY 373-01: Counseling and Clinical Seminar Trauma-Informed Therapeutic Approaches Posner-LeMay, T 6:00-8:50 PM

Prerequisites: PSY 121 and PSY 216 or PSY 217

This is a discussion-based course that supports students in developing knowledge and skills related to trauma. This course will introduce students to the core concepts informing identification of trauma, impact of trauma, as well as evidence-based treatment for traumatized individuals. The material is theoretical and application oriented. The process of healing will be highlighted, with an emphasis on the relationship between therapist and therapy client. Trauma is broadly defined and includes diverse populations exposed to varying traumatic events including abuse, neglect, witnessing interpersonal crime, community violence, war combat, and other traumatic events. Students will learn about resilience to trauma and how to tap into community resources in order to fully support a traumatized individual.

PSY 376: School Psychology Greiner, W 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 and Clinical Field Experience Seminar Chung, TF 3:30-4:50 PM

Prerequisites: PSY 216 and PSY 217

Field experience in a mental health setting, with classroom supervision of the clinical activities. Students interested in counseling or clinical psychology 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 are required. Students must find their own placements in advance, and faculty approval of the placement is required. This course requires a 120-hour field experience/internship. After the course registration period, the faculty member will contact students to facilitate this process.

PSY 386: Psychological Testing Kirnan, MR 11:00-12:20 PM

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.

PSY 373-02: Counseling and Clinical Seminar Forensic Psychology Ferguson, M 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. While we will relate the topics discussed in the text to current news-worthy cases in the media, we will not be discussing the latest episodes of television crime dramas. This course is intended to help prepare students interested in pursuing advanced study and careers in forensic mental health and the law.

400– Level Courses

PSY 470-01: Senior Topics Study Group Child Cross-Cultural Development Graham, TF 11:00-12:20 PM

Prerequisite: 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. As a senior experience, students use their prior knowledge as a foundation for individualized study of theoretical and empirical issues about the physical, cognitive, emotional, and social/contextual domains of child development. The seminar is a community of learning in which students direct their own in-depth exploration of a field, discuss their ideas with others in the group, and express their discoveries and conclusions in successive drafts of a major written paper in APA format.

PSY 470-02: Senior Topics Study Group Gender Gap in Science Grimm, TF 2:00-3:20 PM

Prerequisite: PSY 299

This is a writing-intensive course organized as a community of learners in which each participant contributes to the development of the other members. This course will increase students' awareness of the gender gap in science and will explore how gender influences our biology, cognitions, and how we are socialized (or not) into participating in science and science-based careers. As a community, we will discuss different theoretical perspectives and each student will write a focused paper exploring possible mechanisms.

Session 1 (formerly Maymester)

PSY 101: General Psychology
Bireta, R 9:00 –12:10 PM
Session 1

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
Stahl, MTWR 9:00 –12:15 PM
Session 1
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 340: Health Psychology
Barnack-Tavlaris, T 9:00 –12:00 PM (340-01)
Barnack-Tavlaris, W 9:00 –12:00 PM (340-02)
Session 1
Prerequisite: PSY 121 or ANT 240

Examines how psychological, social, and behavioral factors interact with and affect the success people have in maintaining their health, obtaining medical treatment, coping with stress and pain, and recovering from serious illness. **This is a blended course.**

Session 2 (formerly Session A)

PSY 470: Senior Topics Study Group
Psychology of Immigration
Wiley, TWR 11:00 –1:45 PM
Session 2
Prerequisite: PSY 299

Over two hundred million people live outside the country in which they were born. In the United States, nearly one out of every four people was either born in another country or is the child of someone who was. In the class, we will study the psychology behind these astonishing statistics. We will learn how immigrants come to understand themselves and their place in their adopted country, including the impact of immigration on identity, political engagement, academic achievement, and health and well-being. We will also learn how people in the host country receive immigrants, including the causes of pro- and anti-immigrant attitudes.

Special Course Offerings

PSY 299: Best Practices in Psychology
Crawford, TWR 9:00-11:50 AM, Dates: 7/10-8/17
Prerequisite: PSY 203

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 STLYE: Group project
 TOPIC SELECTION: Student-chosen, with faculty direction
 DATA SOURCE: TCNJ, Online, and archival
 SPECIALIZATION: Social; Cognitive

PSY 390/492: Cognitive Development Lab
Stahl, T 11:00-12:20 PM, Dates: 6/5-8/4
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. Stahl's permission is required to participate. Please see Dr. Stahl for more information.



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