

Psychology Department Fall Advising Newsletter For Spring 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

*Spring and Summer 2016 Registration is from November 3-13

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. You will be able to view your Enrollment Appointment on Wednesday, October 9th. 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.

Dr. Dahling's advisees: A temporary advisor has been assigned to you. Check your PAWS account to see who you should meet with.

Want to become a Psych Major?

Submit your application for Fall 2016 semester consideration between **February 10, 2016 and February 21, 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". [Click here](#) to view page.

*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 (96, 99 minimum requirement.)

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

Sophomores should have completed PSY 96

And should **enroll** in **PSY 97** for **Spring 2016** if not completed during Fall 2015

Juniors should have completed PSY 97

And should **enroll** in **PSY 98** for **Spring 2016** if not completed during Fall 2015

Seniors should have completed PSY 98

And should **enroll** in **PSY 99** for **Spring 2016** if not completed during Fall 2015

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.

Beginning Fall 2014, PSY 098 will meet regularly as a quarter class. If you were a Junior and unable to take PSY 098 in the fall, please register for the spring semester.

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](#).

Spring 2016 PSY 299: Research Seminar Topics

PSY 299-01: Contexts of Development

Chung, TF 1:30-3:20 PM

Prerequisite: PSY203

This course will examine how the contexts in which we live and socialize (e.g., family, friends, schools, neighborhoods, community groups/programs) contribute to our psychological well-being. Emphasis will be placed on understanding how to promote healthy development during adolescence and the transition to adulthood.

DESIGN: Correlational

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: PIPER/student sample

SPECIALIZATION FIT: Counseling/Clinical, Developmental

PSY 299-02: Best Practices in Psychology

Crawford, MR 2:00-3:20 PM

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 FIT: social; cognitive

PSY 299-03: Child Development: Needs Assessment of Two Community Programs

Graham, TF 9:30-10:50 AM

Prerequisite: PSY203

This course provides guidance for conducting assessments of needs and resources for two local non-profit community programs (i.e., Camp Fire NJ and Kidsbridge). Students will gain basic knowledge and develop skills necessary to produce valid and useable evaluations related to children's social and emotional development. Students will work in groups on faculty-directed topics and collect data from a variety of participants (i.e., stakeholders, staff, and teachers from Kidsbridge and Camp Fire NJ), and analyze archival data from children who participated in these programs. Students will review research and statistical knowledge gained in PSY 121 and 203, and design, carry out, and write a full-length APA-formatted report. This course is a prerequisite for upper-level psychology courses, including all 400-level courses.

DESIGN: Correlational

ANALYSIS: Mixed-Methods (Quantitative and qualitative)

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: Non-TCNJ sample and Archival

SPECIALIZATION FIT: Developmental, Social, I/O

PSY 299-04: First Year Experience

Grimm, TF 11:00-12:20

Prerequisite: PSY203

This course examines the key processes of psychological research with a special focus on understanding the first-year experience. We will examine issues influencing student engagement. 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.

DESIGN: Experimental or correlational in design

ANALYSIS: Quantitative analysis with some qualitative coding

PROJECT STYLE: Groups

TOPIC SELECTION: Student-selected within a faculty-selected framework

DATA SOURCE: PIPER

SPECIALIZATION FIT: Cognitive and Developmental specializations

PSY 299-05 : Child Development Controversies

Ruddy, MR 9:30-10:50 AM

Prerequisite: PSY203

Topics will include creativity (what predicts it? what factors influence it?) and gender stereotypes (children's books? media? parents' attitudes?).

DESIGN: Projects may use correlational or experimental designs.

ANALYSIS: Primarily quantitative.

PROJECT STYLE: Group projects

TOPIC SELECTION: Faculty-directed topics with student input

DATA Source: PIPER or archival

SPECIALIZATION: Developmental or Social

PSY 299-06 : Inter-Group Relations

Wiley, TF 3:30-5:20PM

Prerequisite: PSY203

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: Groups

TOPIC SELECTION: Faculty-directed

DATA SOURCE: Online and through PIPER

SPECIALIZATION: Social, I/O, Clinical and Counseling

Spring 2016 300-Level (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

Schweighardt, 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 335: Developmental Psychopathology

Raggi, TF 9:30-10:50 AM

Prerequisites: PSY 217 and PSY 220 (or equivalent)

An introduction to psychological disorders of children and adolescents from a developmental perspective. The course will emphasize conceptual and controversial issues with respect to disorders including: autism, attachment disorders, ADHD, conduct disorders, schizophrenia, depression and suicide, eating disorders, and substance abuse. In addition, factors associated with psychopathology, especially family factors (e.g., child abuse, divorce) and social factors (e.g., poverty, societal oppression), will be examined

PSY 340: Health Psychology

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

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, getting medical treatment, coping with stress and pain, and recovering from serious illness.

PSY 346: Cognitive Neuroscience

Leynes, M 5:30-8:20 PM

Prerequisite: PSY 212

Cognitive neuroscience blends the study of behavior (psychology) with the study of the brain (neuroscience). This course will introduce students to this field by examining the brain's role in behaviors such as perception, attention, memory, learning, planning, and other cognitive activities.

PSY 348: Emotion

Kim-Prieto, TF 2:00-3:20 PM

Prerequisite: PSY 121

This course will introduce students to major theories and topics of the psychology and neuroscience of emotion. Areas explored include the role of the brain and peripheral physiology in emotion, facial expressions, cultural differences, development of emotions, social and cognitive aspects of emotion, and the role of emotion in health and psychopathology.

PSY 350: Psychology of Women

Brynildsen, MR 2:00-3:20 PM

Prerequisite: PSY 121

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 355: Psychology of Power, Oppression, and Privilege

Sepulveda-Kozakowski, TF 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 365: Consumer Behavior

Becker, MR 11:00AM-12:20 PM, MR 12:30-1:50AM

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

Gullans, W 5:30-9:20

Prerequisite: PSY 121

Introduces the student to the psychometric principles of measurement. Various methods of assessment (cognitive ability tests, personality measures, employment interview, assessment centers, and work samples) will be reviewed with a hands-on component whenever possible. Current issues and misuses of testing and selection will also be addressed.

PSY 370-01: Developmental Seminar: Origins of Social Cognition

Stahl, MR 2:00-3:20 PM

Prerequisites: PSY 121 and PSY 220

Humans are remarkably social creatures, even from birth. This course will review and synthesize findings in the field of social cognitive development. The ultimate goal of this course is to understand the evolution and development of social knowledge and behavior. An interdisciplinary perspective that merges cognitive development, animal behavior, and philosophy will foster critical thinking about scientific research and the human mind.

PSY 373-01: Counseling and Clinical Seminar: Sexual Minority Mental Health

Borders, TF 9:30-10:50 AM

Prerequisites: PSY 121, and PSY 216 or PSY 217

This course will cover current issues in LGBTQI mental health, including theories of sexual minority stress and identity development, research on mental and physical health in this population, coping and protective factors, and treatments.

PSY 373-02: Counseling and Clinical Seminar: CBT

Krauss 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.

Spring 2016 300-Level (Specialized) Courses

PSY 374: Industrial Organizational Seminar: Training and Development

Selkow, T 5:30-8:20

Prerequisites: PSY 101 or MGT 201

Provides an in-depth review of the role of training and development in the modern workplace. The course places training into the context of an organization's strategic plan covering topics such as needs assessment, training design, delivery methods, and evaluation. Various types of training are considered from the more traditional onboarding and basic job skills training to diversity management and on-going employee development.

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 & Clinical Field Experience Seminar

Vivona, TF 11:00AM-12:20PM

Prerequisites: PSY 216, PSY 217

Students will complete a field experience in a mental health setting. The field experience will be the foundation for integrating knowledge from various courses in clinical psychology. Class time will be spent in joint discussions of students' field experiences and the relevant professional literature. Both an appropriate piece of written work and an oral presentation to the class are required. Faculty approval of the field placement is necessary.

Don't forget to enroll yourself into appropriate 09X course! You are NOT automatically enrolled– you must enroll yourself!

400-Level Courses

PSY 419: History and Systems of Psychology

Cholewiak, M 5:30-8:20 PM

Prerequisite: PSY 299

This course will consider how psychology's goals, methods, and beliefs have evolved throughout its history. As a senior experience, this course will allow students to integrate experiences from various areas of the discipline, to analyze and evaluate psychology's past and to make recommendations for its future.

PSY 470-01 Parenting

Hughes, MR 2:00-3:20 PM

Prerequisite: PSY 299

In this Senior Topics Seminar students will study in depth multiple facets of the parenting experience. We will cover theoretical and empirical perspectives on the influence of parents on child development. We will discuss the roads to taking on the parenting role, adjustment to parenthood, and antecedents of various parenting styles and experiences. As a 400-level course, this is a writing-intensive course with a strong oral presentation component.

PSY 470-02: Behavioral Economics

Ruscio, TF 2:00-3:20PM

Prerequisite: PSY 299

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).

Interested in Joining a
Lab Next Semester?

[Click here to see which labs
are recruiting!](#)