

# Psychology Department Fall Advising Newsletter For Spring 2017 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 2017 Registration is from November 1-11

## 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 Monday, October 3rd. 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 prerequisite issues that may prevent you from enrolling in a class. For quick tips on using the Validate feature, [click here](#).
- ♦ **Resolve Prerequisite Issues before Registration.** If the Validate feature identifies a potential prerequisite issue, and you are confident that the prerequisite 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. Grimm, Dr. Borders and Dr. Kirnan's advisees: A temporary advisor has been assigned to you. Check your PAWS account to see

## Want to become a Psych Major?

Submit your application for Spring 2017 semester consideration between **February 10, 2017 and February 21, 2017**

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 2017** if not completed during Fall 2016

**Juniors** should have completed PSY 97

And should **enroll** in **PSY 98** for **Spring 2017** if not completed during Fall 2016

**Seniors** should have completed PSY 98

And should **enroll** in **PSY 99** for **Spring 2017** if not completed during Fall 2016

### 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 2017 PSY 299: Research Seminar Topics

## **PSY 299-01: Best Practices in Psychology**

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

*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 STYLE: group project

TOPIC SELECTION: student-chosen, with faculty direction

DATA SOURCE: TCNJ, online, and archival

SPECIALIZATION FIT: social; cognitive

## **PSY299-02: Religion at Work**

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

*Prerequisite:* PSY 203

We typically think of business organizations as secular places in the US, but people increasingly want to express their religious identity and practices at work. Projects in this section will focus on the benefits and challenges of religious diversity at work, with specific research questions stemming from student interests.

DESIGN: Experimental or Correlational

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Student-directed topics

DATA SOURCE: Working adults online

SPECIALIZATION FIT: Industrial/Organizational, Social, Clinical/Counseling and Cognitive

## **PSY 299-03: Child Development in the Local Community**

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

*Prerequisite:* PSY 203

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, Industrial/Organizational

## **PSY299-04 Research Seminar: Memory**

**Lynes, 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 299-05 Child Development Controversies**

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

*Prerequisite:* PSY 203

Topics will include creativity, gender stereotypes, and parenting decisions.

DESIGN: Experimental or correlational

ANALYSIS: Primarily quantitative

PROJECT – STYLE: Group projects

TOPIC SELECTION: Faculty-directed topics with student input

DATA SOURCE: PIPER or archival

Specialization: Developmental, Clinical/Counseling

# Spring 2017 300-Level (Specialized) Courses

## **PSY 311: Sensation and Perception**

**Bireta, MR 11:00-12:20 PM**

*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, T 5:30-8:20 PM**

*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 350: Psychology of Women**

**Manuel, TF 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 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**

**Sepulveda-Kozakowski, TF 11:00-12:20 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 365-01/02: Consumer Behavior**

**Becker, TF 11:00AM-12:20 PM, TF 1:30-3:20 PM**

*Prerequisites:* 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 366-01: Personnel Selection and Placement**

**Gullans, M 5:30-8:20 PM**

*Prerequisite:* PSY121

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: Personality Disorders** **Zamel, W 5:30-8:20 PM**

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

This course will provide a comprehensive overview of DSM-V personality disorders. Symptoms and impacts associated with each of the ten disorders will be reviewed, as well as current research pertaining to their potential causes. Students will be encouraged to develop an awareness of the social and cultural realities impacting diagnostic criteria, as well as clinician appraisals in the diagnostic process. This course would be most appropriate for advanced undergraduate students in psychology who are interested in furthering their knowledge and skills in clinical assessment and intervention.

## **PSY373-02: Counseling and Clinical Seminar: Cognitive-Behavioral Therapy**

**Krauss, W 8:00– 10:50 AM**

*Prerequisites:* PSY121, PSY216, PSY217 Recommended: PSY299

This course, an introduction to cognitive-behavior therapy, expands upon what you have learned about cognitive and behavior therapy theory and techniques in previous psychology courses. You will learn more about some of the strategies and techniques cognitive-behavioral practitioners use to assess and treat anxiety, including relaxation training, systematic desensitization, assertiveness training, stress management, cognitive restructuring and contingency management. We will also consider important current issues in the profession such as ethics in clinical practice, working with people from diverse backgrounds, the structure of the mental health care system, graduate training and careers, and treatment process and outcome research methodology.

## **PSY 373-03: Counseling and Clinical Seminar: Topic TBD**

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

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

The C&C seminar provides students with the opportunity for in-depth study of a specific topic within counseling and clinical psychology. The topic (e.g., Cognitive Behavior Therapy, Forensic Psychology) varies across semesters. Students may repeat the seminar as topics change.

## **PSY 376-01: Seminar in Psychology: Behavioral Economics**

**Ruscio, MR 11:00 AM – 12:20 PM**

*Prerequisite:* 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).

# Spring 2017 300-Level (Specialized) Courses

## **PSY 376-02: Seminar in Psychology: School Psychology**

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

*Prerequisite:* PSY121

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 376-03: Seminar in Psychology: Comparative Cognition**

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

*Prerequisite:* PSY121

Humans are special among animals: They're us. But are we also unique in other ways, as our philosophers have often claimed? In this course, we will consider the evolutionary processes and neural mechanisms that are responsible for some of humans' most striking abilities: empathy, planning, tool-use, speech, and consciousness. We'll also consider how these processes have acted on other animals, and how their sense of the world and its meaning might differ from -- or align with -- our own.

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

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

*Prerequisites:* PSY216, PSY217

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 PSY9X course! You are NOT automatically enrolled-- you must enroll yourself!

## 400-Level Courses

### **PSY 419: History and Systems of Psychology**

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

*Prerequisite:* PSY299

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 3:30-4:50 PM**

*Prerequisite:* PSY299

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: Language**

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

*Prerequisite:* PSY299

This is a writing-intensive course organized as a community of learners in which each participant contributes to the development of the other members. In this course, we explore language from the perspectives of philosophy, developmental psychology, clinical psychology, neuroscience, and other fields. We will consider questions such as: What is language? What are the relationships among language, thought, experience and body? How do children become speakers of a language? What does language do in and to the brain? How does the language used in therapy help people change their lives?

Interested in Joining a  
Lab Next Semester?

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