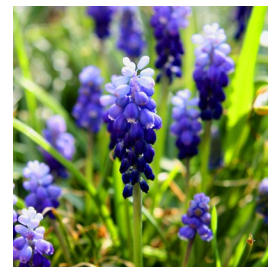


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# Psychology Department Spring Advising Newsletter For Fall 2015 Courses



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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 2015 Registration is Open**

**\*Fall and Winter Registration is April 7-17, 2015**

## 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. Crawford's advisees—Dr. Crawford 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 2016** semester consideration between **September 10, 2015 and September 22, 2015**.

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

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

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

# 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 096.

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 (096, 099 minimum requirement.)

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

<p><b>Rising Sophomores</b> should have completed 096 Orientation to Psychology</p> <p>And should <b>enroll</b> in 097 Exploring the Psychology Major for <b>Fall 2015 or Spring 2016</b></p>	<p><b>Rising Juniors</b> should have completed 097 Exploring the Psychology Major</p> <p>And should <b>enroll</b> in <b>098</b> Exploring the Psychology Profession for <b>Fall 2015 Or Spring 2016</b></p>	<p><b>Rising Seniors</b> should have completed 098 Exploring the Psychology Profession</p> <p>And should <b>enroll</b> in 099 Psychology Professional Seminar for <b>Fall 2015 or Spring 2016</b></p>
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#### Additional Note:

PSY 097 and PSY 099 **do not** meet regularly. Students attend various workshops during the semester to satisfy this advising program's requirements. All students are welcome to attend any workshops.

**098 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 2015 299: Research Seminar Topics

## **PSY 299-01: Health Psychology**

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

*Prerequisite:* PSY 203

Health psychology uses psychological concepts to understand how we can improve health, promote wellness, and help people cope with illness. In this seminar, we will use various research methodologies to investigate ways to enhance healthy attitudes and behaviors.

**DESIGN:** Students may have the opportunity to use correlational or experimental design.

**ANALYSIS:** Mixed methodology.

**PROJECT STYLE:** Group projects

**TOPIC SELECTION:** Faculty-directed topics with student input

**DATA SOURCE:** Students may use either PIPER or on-line data collection.

**SPECIALIZATION FIT:** Primarily Social but may also apply to Biopsychology and Counseling/Clinical specializations.

## **PSY 299-02: Memory in Younger and Older Adults**

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

*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 299-03: Clinically-Relevant Cognitions**

**Borders, TF 1:30-3:20 PM**

*Prerequisite:* PSY 203

This course focuses on understanding antecedents and consequences of healthy vs. unhealthy coping strategies. Building on research and statistical knowledge gained in PSY 121 and 203, students will work within groups to plan and conduct related research projects. They will then individually analyze data and write a full-length APA-formatted paper. This course is a prerequisite for upper-level psychology courses, including all 400-level courses.

**DESIGN:** Correlational or experimental

**ANALYSIS:** Quantitative

**PROJECT STYLE:** Group/individual

**TOPIC SELECTION:** Student-selected topic, with faculty guidance

**DATA SOURCE:** PIPER

**SPECIALIZATION FIT:** Most relevant to the clinical-counseling and social specializations.

## **PSY 299-04: Emerging Adulthood**

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

*Prerequisite:* PSY 203

The first several years after adolescence include several unique developmental challenges and tasks. In this section of PSY 299 student research groups will spend some time learning about emerging adulthood. Then each group will develop its own unique hypothesis about this developmental period and use TCNJ's PIPER sample to test the hypothesis.

**DESIGN:** Correlational.

**ANALYSIS:** Quantitative

**PROJECT STYLE:** Group project

**TOPIC SELECTION:** Student-selected topics

**DATA SOURCE:** PIPER/student sample

**SPECIALIZATION FIT:** Developmental, Social.

## **PSY 299-05: 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 Dr. Leynes's research background in memory, and he structures this class similar to his research lab. He will develop a comprehensive research plan over the summer break to address an important issue 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 his 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 his own research experience.

**DESIGN:** Experimental

**ANALYSIS:** Quantitative

**PROJECT STYLE:** Group

**TOPIC SELECTION:** Faculty-directed

**DATA SOURCE:** PIPER

**SPECIALIZATION FIT:** Skills are most relevant to Cognitive and/or Bio specializations

## **PSY 299-06: Clinical Topic**

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

*Prerequisite:* PSY 203

Students will use scientific methods to address psychological questions in a sub discipline of psychology. Students will develop research questions, design (qualitative and quantitative) research methodologies, collect and analyze data, and write research reports in American Psychological Association format

# Fall 2015 Specialized Courses

## **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 331: Clinical Psychology**

**Krauss, W 9:00-11:50 AM**

*Prerequisites:* PSY 216, PSY 217, and PSY 299

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

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

**Forster, 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 343: Behavioral Pharmacology of Drug Abuse**

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

*Prerequisite:* 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**

**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 364: Industrial Psychology**

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

*Prerequisite:* PSY 101

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

## **PSY 365: Consumer Behavior**

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

**Wheeler, 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: Racial Attitude Development**

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

*Prerequisites:* PSY121 and PSY220 or equivalents

This course is an advanced introduction to the psychological study of children's and adolescents' racial attitudes. The central goal of this course is to introduce students to the developmental psychological factors responsible for the emergence of racial prejudice and the consequences of this emergence. A heavy emphasis will be placed on understanding the major theoretical perspectives on the acquisition of racial attitudes. We will also carefully examine what is known about the development of ethnic identity, awareness of discrimination, and coping with discrimination among adolescents.

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

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

*Prerequisite:* PSY 121 and PSY 220 or equivalents

The Developmental Seminar's focus will vary across semesters with respect to both age (children/adolescents/adults) and topic (e.g., Peer Relationships, Child Therapy, Children and the Media). Students may repeat the seminar as topics change

## **PSY 373-01: Counseling and Clinical Seminar: Prominent Clinical Issues Across Religious Groups: Implications for Psychotherapy**

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

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

This advanced seminar will take an in depth look at the most prominent psychological disorders by religious community. Special attention will be given to religious proscriptions and how they play a role on assessment, diagnosis, and treatment of disorders. Moreover, a discussion on religious stigma will be presented. Through selected readings, discussion, independent research, and guest speakers, students will have the opportunity to spend appreciate the complex interplay between religious identification and mental health.

## **PSY 373-02: Counseling and Clinical Seminar: Forensic Staff, W 5:30-8:20 PM**

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

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

(continued on next page)

# Fall 2015 Specialized Courses

## **PSY 373-03: Counseling and Clinical Seminar: Personality Disorders**

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

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

## **PSY 375: Power, Oppression and Privilege**

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

*Prerequisites:* PSY 121 & 1 foundation course

Within the context of social psychology, this course will focus on how power and privilege in society lead to the intentional and unintentional oppression of others. Students will examine how issues of race, gender, sexual orientation, and other significant social categories impact the complex relationships among numerous groups in society. A primary focus will be on understanding how prejudice can begin and how prejudice can be reduced.

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

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

*Prerequisites:* PSY 216, PSY 217

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

## 400– Level Courses

### **PSY 470-01: Happiness**

**Kim-Prieto, MR 9:30-10:50AM**

*Prerequisites:* PSY 299

Is happiness a box of chocolates? Would you really be happy if only you could achieve a higher GPA? Earn a little more money? Lose a little weight? In this Senior Topics Seminar, we will review the scientific evidence regarding the antecedents and consequences of happiness, as well as the diverse ways in which people have defined and measured happiness, to come to an evidence-based understanding of subjective well being. Because this is a senior-level Capstone course, there will be extensive writing in this course. Writing exercises may include literature reviews, research proposals, research reports, grant proposals, and other extensive writing experiences. This seminar counts as a Senior experience for the Social specialization. Please consult with your advisor in order to see if it might count for a different specialization.

### **PSY 470-02: Cross Cultural Child Development**

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

*Prerequisites:* PSY 299

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

## Mini Session/Maymester

### **PSY 213: Learning and Memory**

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

*Prerequisite:* PSY 101

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

### **PSY 218: Power, Oppression and Privilege**

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

*Prerequisite:* PSY 101

Within the context of social psychology, this course will focus on how power and privilege in society lead to the intentional and unintentional oppression of others. Students will examine how issues of race, gender, sexual orientation, and other significant social categories impact the complex relationships among numerous groups in society. A primary focus will be on understanding how prejudice can begin and how prejudice can be reduced.

### **PSY 351: Gender Gap in Science Careers**

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

*Prerequisite:* PSY 121

Examines the gender gap in science from different theoretical perspectives. Why are there fewer women than men in the sciences? Topics include sociocultural factors (e.g., peers, family, stereotypes, beliefs about ability, and gender roles), biological factors (e.g., hormones, including prenatal effects, brain anatomy and physiology), cognitive factors (e.g., spatial and mathematical abilities), and evolutionary factors

### **PSY 375: Political Psychology**

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

*Prerequisites:* PSY 121 & 1 foundation course

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

## Summer A

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

**Barnack-Tavlaris, TWR 1:00-3:45PM—Summer A**

*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 342: Clinical Psychopharmacology**

**Ruddy, TWR 8:00-10:45 AM—Summer A**

*Prerequisite:* PSY 212 or permission of instructor

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

### **PSY 373: Counseling and Clinical Seminar: Mindfulness**

**Borders, MTW 2:00-4:45PM—Summer A**

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

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

## Summer A: 400-Level Course

### **PSY 470: Psychology of Immigration**

**Wiley, TWR 11:00AM-2:30PM—Summer A**

*Prerequisite:* PSY 299

Over two hundred million people live outside the country in which they were born, worldwide. 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 integration, academic achievement, and health. We will also learn how people in the host country receive immigrants, including the causes of pro- and anti-immigrant attitudes

## Summer B

### **PSY 390/492 Political Psychology Lab**

**Crawford, MTW 8:00-10:45AM—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. Crawford's permission is required to participate.

Please see Dr. Crawford 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: June 15-August 6

### **PSY299: Memory in Younger and Older Adults**

**Bireta, TWR 1:00-2:45 PM—Summer "S"**

*Prerequisite:* PSY203

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

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

Design: Experimental

Analysis: Quantitative

Project style: Group project

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

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

Specialization: Cognitive, Social, Biopsychology