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Advising Guide for Spring 2015

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 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](#)

Sophomores should have completed 096

And should **enroll** in **097** for **Spring 2015** if not completed during Fall 2014

Juniors should have completed 097

And should **enroll** in **098** for **Spring 2015** if not completed during Fall 2014

Seniors should have completed 098

And should **enroll** in **099** for **Spring 2015** if not completed during Fall 2014

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.

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](#).

Advising Tips for Course Registration

*Spring and Summer 2015 Registration is from November 4-14

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.

Want to become a Psych Major?

Submit your application for Fall 2015 semester consideration between **February 10, 2015 and February 21, 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". [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!

Spring 2015 PSY 299: Research Seminar Topics

PSY 299-01: Clinically-Relevant Cognitions

Borders, TF 1:30-3:20 PM

Prerequisite: PSY203

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 quasi-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 299-02: Emotion

Kim-Prieto, MR 11:00AM-12:20PM and W 10:00-10:50 AM

Prerequisite: PSY203

This course focuses on the psychology of emotion. As a student in this course, you will conduct group projects on faculty-directed topics. Please note that while both experimental and non-experimental methodologies will be used, all projects will be faculty-directed and completed in groups. Projects will also require quantitative analysis as well as data collection using PIPER. Students will be required to individually write a full-length APA-formatted report on their research project. This course is a prerequisite for upper-level psychology courses, including all 400-level courses. This course would be most relevant to Social or Clinical-Counseling specializations. DESIGN: Experimental and non-experimental
ANALYSIS: Quantitative
PROJECT STYLE: Group project
TOPIC SELECTION: Faculty-directed topic
DATA SOURCE: PIPER
SPECIALIZATION FIT: This course would be most relevant to Social or Clinical-Counseling specializations.

PSY 299-03: Applied I/O

Kirnan, MR 9:30-10:50 and W 9:00-9:50

Prerequisite: PSY203

In this section of PSY299 we will be exploring a specific topic under the broader concept of metacognition. Metacognition refers to the extent to which an individual is knowledgeable about their own capabilities. Our initial focus will be on metacognition related to performance on academic tests, although we may expand this to include other measures. Existing research suggests that those who score low on a cognitive ability measure tend to overestimate their performance relative to those who score moderate or high, the Kruger-Dunning effect. An inability to accurately gauge one's own capabilities may lead to lessened effort in studying, low motivation to seek assistance (i.e., tutoring), and overextension in taking on tasks/courses that one is not adequately prepared for. We have demonstrated the Kruger-Dunning effect in the TAPLab using department assessment data, and I would like to conduct further research to understand why this occurs. Some ideas include exploring metacognition on non-academic tests or performance measures and identifying other factors (participant variables; psychological constructs) that might influence these findings. 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: Both PIPER and on-line (Mechanical Turk)

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

PSY 299-04: Alcohol Studies

Martinetti, TF 11:00-12:20 and W 10:00-10:50

Prerequisite: PSY203

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 and Counseling/Clinical

PSY 299-05 and 299-06: Substance use/Religiosity/Mental Health

Kaplin, MR 12:30-1:50 PM (05) ; 3:30-4:50 PM (06)

Prerequisite: PSY203

This course examines the key processes of psychological research with a special focus on understanding the relationship between substance use and religious/spiritual life. Students in this course will review research and statistical knowledge gained in PSY 121 and 203 and will 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. Projects will typically use correlational or quasi-experimental in design. Students will utilize quantitative analysis and engage in both group and individual projects. This course is most relevant to the clinical psychology field.

DESIGN: Correlational or quasi-experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group and individual project

TOPIC SELECTION: Student-selected

DATA SOURCE: PIPER/student-sample

SPECIALIZATION FIT: Most relevant to the clinical psychology field.

Spring 2015 Specialized Courses

***PSY 215: Social Psychology * New Course**

Wiley, TF 9:30-10:50AM,;TF 11:00AM-12:20PM

Prerequisite: PSY 101

Foundation Course. This course will examine how the real or imagined presence of others influences people's thoughts, feelings, and behaviors. Through lectures, discussions, class activities, and written assignments, students will learn about the relationship between the individual and society.

PSY 338: Sport and Exercise Psychology

Hall, TF 2:00-3:20 PM

Prerequisite: PSY101

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.).

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 342: Clinical Psychopharmacology

Ruddy, MR 8:00-9:20 AM

Prerequisite: PSY212 or permission of instructor

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

PSY 343: Behavioral Pharmacology of Drug Abuse

Martinetti, T 5:30-8:20PM

Prerequisite: PSY212

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

PSY 350: Psychology of Women

Brynildsen, MR 3:30-4:50PM

Prerequisite: PSY121

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 365: Consumer Behavior

Becker, TF 9:30-10:50AM; TF 11:00AM-12:20 PM

Prerequisite: PSY101 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: Developmental Seminar: Children and the Media

Graham, TF 9:30-10:50 AM

Prerequisites: PSY 121 and PSY 220

This course is designed to introduce students to theory & research on children's media use. The primary focus of the course will be on the psychological impact of the media on children & adolescents, but other areas such as communication, education, political science, & law & justice will be explored. The course is organized in a topical format, exploring the basic theories of the media & tracing development for children & adolescents within each topic. We will examine topics such as advertising, violence, health, sexuality, drugs, music, electronic games, the internet, & media literacy. The course is designed so that both the professor & students lead class discussions. Students will generate thought questions, provide additional readings for the class, & develop a collaborative media project.

PSY 370: Developmental Seminar: Children's Social and Personality Development

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

Prerequisites: PSY 121 and PSY 220

We will examine child growth and development from conception through adolescence. The general focus of the course is on the "normal" or typical course of child development. Students are presented with opportunities to enhance their knowledge base and critical thinking skills to increase their efficacy in the learning process. Each student is required to apply and create knowledge of how children develop through the use of primary source reading, case analyses, lectures, discussion, active research, and group activities from a variety of theoretical concepts relative to the physical, cognitive, emotional, and/or social/contextual domains of development.

PSY 370: Developmental Seminar: Adolescent Development

Hughes, MR 2:00-3:20PM

Prerequisite: PSY 121 and PSY 220

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

PSY 371: Cognitive Seminar: Memory Across the Lifespan

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

Prerequisite: PSY214

This course will introduce students to a variety of issues relating to memory & its functioning as well as developmental issues pertaining to memory functioning. We will explore basic memory issues such as capacity (how much can you remember?), influences on memory (what determines whether or not we will remember something?), the reconstructive nature of memory (memory as a puzzle to be assembled), processes involved in memory formation & retrieval (how exactly does memory work?), & memory assessment (how do you evaluate memory?). We will also examine how memory develops as a function of both normal and aberrant neurocognitive development from infancy to late adulthood.

PSY 373: Counseling and Clinical Seminar: Mental Health and Poverty

Chung, TF 1:30-3:20

Prerequisites: PSY 121, and PSY 216 or PSY 217

This is a CEL (Community Engaged Learning) II course, and students are required to complete 20 hours of experiential learning in Trenton. Transportation will be provided, and students must be available on Tuesdays or Thursdays 4:30-8:00 PM during the first half of the semester to complete experiential learning activities. Through the course, students will study the complex link between poverty and mental health and learn about evidence-based interventions aimed at improving the various social, financial, and

Spring 2015 Specialized Courses

psychological problems associated with mental ill-health. Learning activities will be primarily student-driven and involve the development of projects in collaboration with a community partner in Trenton.

PSY 373: 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.

PSY 373: Counseling and Clinical Seminar: Motivational Interviewing

Drapkin, M 8:00-10:50

Prerequisites: PSY 121, and PSY 212 or PSY 217

This course is designed to introduce students to theory & research on and techniques associated with Motivational Interviewing (MI). "MI is a collaborative conversation style for strengthening a person's own motivation and commitment to change" (p. 12, Miller & Rollnick, 2012). The course will consist of both lecture-based instruction and practice of MI. Students will submit and receive detailed feedback on audio recordings of MI "sessions." Finally, students will develop familiarity with the application of MI to a particular area of concern by writing a brief research paper and presenting their findings to the class.

PSY 376: Behavioral Economics

Ruscio, MR 11:00AM-12:20PM

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).

PSY 383: Counseling & Clinical Field Experience Seminar

Vivona, TF 11:00AM-12:10PM

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.

PSY 386: Psychological Testing

Kirnan, MR 12:30-1:50PM

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.

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: Memory: Successes and Failures

Bireta, MR 9:30-10:50 AM

Prerequisite: PSY 299

Memory is an important process that is needed for almost any task we undertake. In this course, we will examine ways in which memory functions well and why it often leads us astray. Implications for these successes and failures are wide reaching, and impact everything from how we interact with others (avoiding embarrassment on Facebook!) to how we make decisions (should I ask that person on a date?). Readings will come from a variety of contexts, such as memory improvement, changes in memory across the lifespan, and applying memory to the real world (from the classroom to the courtroom).

PSY 470: Self-Regulation

Dahling, M 2:00-4:50 PM

Prerequisite: PSY 299

Self-regulation of behavior is a fundamental motivational process that is relevant to all areas of psychology. In this course, we will take the perspective that human behavior is a continual process of moving toward, and away from, various kinds of goal representations. We will use this framework to study how goals form and interact, why people persist or fail in the pursuit of long-term goals, and how goals can contribute to, and detract from, our wellbeing. Readings are explicitly multidisciplinary, cutting across many specialized areas of psychology to explore self-regulatory processes in a variety of familiar and unfamiliar contexts