

Advising Guide for Spring 2014

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The Synapse

Welcome to the Fall 2013 edition of the Psychology Department Student Advising Newsletter.
THE COLLEGE OF NEW JERSEY

Remember to register for the Psychology 4-Year Advising Sequence

*Double majors ARE required to complete an advising sequence, beginning with the course appropriate to Spring 2014 class standing.

*Internal transfer students do not need to complete PSY 096. They enroll in the appropriate advising program based on class standing at the time of admission to the Department.

*External transfers consult with your advisor to determine which advising sequence to complete (096, 099 minimum requirement.)

<p>Sophomores should have completed 096 Orientation to Psychology</p> <p>And should enroll in 097 Exploring the Psychology Major for Spring 2014 if not completed in Fall 2013</p>	<p>Juniors should have completed 097 Exploring the Psychology Major</p> <p>And should enroll in 098 Exploring the Psychology Profession Spring 2014</p>	<p>Seniors should have completed 098 Exploring the Psychology Profession</p> <p>And should enroll in 099 Psychology Professional Seminar for Spring 2014 if not completed in Fall 2013</p>
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Additional Note:

This spring, 097, 098, and 099 **will 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. Starting the 2014-2015 school year, 098 will regularly meet—more information about this change will be available soon.

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 2014 Registration is from November 5-15

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 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.

Advisees of Dr. Chung, Dr. Kim-Prieto, Dr. Ruscio, Dr. Hughes, and Dr. Borders—Your advisors are on sabbatical/leave for the semester. You can meet with any other faculty member while your advisor is unavailable."

Want to become a Psych Major?

Submit your application for Fall 2014 semester consideration between **February 10, 2014 and February 22, 2014**

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 2014 PSY 299: Research Seminar Topics

PSY 299-01: Work Flexibility

Dahling, MR 10:00-11:50AM

Prerequisite: PSY 203

This section of Research Seminar will focus on work flexibility, in particular on how men and women approach the decision to take leave from work when they have babies. As a student in this course you will use your experience from PSY 121 and 203 to design, carry out, and write an APA-formatted report of an original research project. This course is a prerequisite for upper-level psychology courses, including all 400-level courses. The projects that we conduct will be primarily experimental in design and will require quantitative analysis. Projects will be conducted in groups and will develop around faculty-selected research questions concerning work flexibility. Data will be collected online from working adults with some initial piloting through PIPER. This section of Research Seminar would be most relevant to students with interests in Industrial/Organizational, Social, or Developmental Psychology.

PSY 299-02: Transition to Adulthood

Chung, MR 12:00-1:50PM

Prerequisite: PSY 203

This course examines the key processes of psychological research with a special focus on understanding how civic engagement contributes to well-being during the transition to adulthood (ages 18-25). 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. Projects are correlational in design, and students will utilize quantitative analysis. The topics are student-selected, and students will take part in group projects that use PIPER for data collection. This course would be most relevant to social, clinical-counseling or developmental specializations.

PSY 299-03: Brain Training

Grimm, MR 2:00-3:50PM

Prerequisite: PSY 203

This course examines the key processes of psychological research with a special focus on understanding the conditions necessary for skill transfer. We will examine claims of cognitive skill websites, like Lumosity.com. 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. Projects are experimental in design. Students will utilize quantitative analysis, and take part in group projects. The topics are student-selected within a faculty-selected framework, and students will use PIPER for their data collection. This course would be most relevant to Cognitive, Biological, and Developmental specializations.

PSY 299-04: Social Psychology

Crawford, MR 2:00-3:50PM

Prerequisite: PSY 203

In this research seminar course, students will conduct original research in the area of political psychology. Students will work in 3 groups of roughly 5 students each to develop a research project guided by topics chosen by the instructor. Students may design correlational or experimental studies, and will perform quantitative data analyses. Data will be collected from both PIPER and adult online samples, but may also utilize archival sources. This seminar will be most relevant to students interested in Social psychology; however, students interested in Cognitive, Developmental, or I/O may be able to integrate those topic areas into their research project.

PSY 299-05: Social Development in Young Adulthood

Graham, TF 10:00-11:50AM

Prerequisite: PSY 203

This course examines the key processes of psychological research with a special focus on understanding social factors (e.g., family, ethnicity, socioeconomic status, gender, religion, relationship status) related to development in young adulthood. 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. Projects are both correlational and experimental in design. Students will utilize quantitative analysis, and take part in group projects. The topics are student-selected, and students will use PIPER for their data collection. This course would be most relevant to Developmental, Clinical-Counseling, or Social specializations.

PSY 299-06: Maladaptive Cognitions

Borders, TF 2:00-3:50PM

Prerequisite: PSY 203

This course examines the key processes of psychological research, with a special focus on understanding factors that contribute to individuals' tendency to engage in worry and ruminative thinking. 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. Projects are both correlational and experimental in design. Students will utilize quantitative analysis to analyze student-selected research projects. This course is most relevant to clinical-counseling and social specializations.

Spring 2014 Specialized Courses

PSY 311: Sensation and Perception

Bireta, MR 10-11:50AM

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

Staff, R 5:30-8:20PM

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 343: Behavior Pharmacology of Drug Use

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

Prerequisite: PSY 212

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

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). The purpose of this course is to introduce students to this field of inquiry, and we will investigate the role of the brain in behaviors, such as perception, attention, memory, learning, planning, abnormal behavior, and other higher order cognitive activities. The course will be primarily student-driven through the presentation of primary source readings of all kinds, but we will also discuss background readings in order to direct students' independent thinking. We will also use the Internet to examine the current activities of the major cognitive neuroscience labs; thus, students will be exposed to ideas and people involved in this rapidly developing field. This course counts as a specialized course for the Biopsychology and Cognitive concentrations. Because it is likely to be relevant to other concentrations, please check with your advisor in order to see if it counts for another concentration. If you are interested or have questions about the course, then please see Dr. Leynes (SB 125; leynes@tcnj.edu).

PSY 350: Psychology of Women

Brynildsen, M 5:30-8:20PM

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 365: Consumer Behavior

Becker TF 10:00-11:50AM; TF 12:00-1:50PM

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: Developmental Seminar: Children and the Media

Dr. Graham TF 12:30-1:50PM

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: Racial Attitudes

Hughes, MR 12:30-1:50PM

Prerequisites: PSY121 and PSY220

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 stereotypes 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 effects of individuals' racial attitudes on their social behaviors, vocational goals, memory, and other out-comes. A section will also be devoted to racial attitude change.

PSY 373: Counseling and Clinical Seminar: CBT

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

Prerequisites: PSY 121, and PSY 216 or PSY 217

The seminar will provide students with the opportunity for in-depth study of a specific topic within counseling and clinical psychology. The topic will vary across semesters. Students may repeat the seminar as topics change.

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

Chung, W 9:00-11:50AM

Prerequisites: PSY 121, and PSY 216 or PSY 217

For decades, researchers have documented a close association between factors associated with poverty and mental ill-health; depression, for example, is twice as common among the poor as among the rich. The best evidence suggests that the relation between poverty and mental illness is cyclical: poverty increases the risk of mental disorders and having a mental disorder increases the risk of descending into poverty. This seminar will introduce students to explanations of this complex negative cycle and evidence-based interventions aimed at improving the various social, financial, and psychological problems associated with mental ill-health. Learning activities will be primarily student-driven and involve a community-engaged component (students and professor will work with a Trenton partner to identify and address a community issue).

PSY 373: Counseling and Clinical Seminar: Treating Childhood and Adolescent Disorders

Ruddy, MR 8:30-9:20 AM

Prerequisites: PSY 121, and PSY 212 or PSY 217

The seminar will consider problems including anxiety disorders, mood disorders, ADHD, oppositional defiant disorder, eating disorders, and addictive disorders. Treatment approaches (various types of psychotherapy and pharmacotherapy) for children and adolescents will be explored.

Spring 2014 Specialized Courses

PSY 375: Seminar in Social Psychology: Happiness and Adjustment

Cascio, MR 2:00-3:20 PM

Prerequisites: PSY 121 & 1 foundation course

Can happiness be quantified? What causes happiness? Is it good to be happy? This seminar will provide students with a comprehensive and critical introduction to the scientific study of happiness. Topics include but are not limited to: measurement issues, potential antecedents (e.g., genes, social support, income), as well as consequences, of being happy.

PSY 383: Counseling & Clinical Field Experience

Hall, TF 2:00-3:20PM

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.

PSY 386: Psychological Testing

Kirnan, MR 10:00-11:20AM

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.

400-Level Courses

PSY 419: History of Psychology

Staff, M 5:30-8:20 PM

Prerequisites: 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: Behavioral Economics

Dr. Ruscio TF 10:00-11:20AM

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).

PSY 470: Psychology of Immigration

Wiley, TF 2:00-3:50PM

Prerequisites: 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.

Summer 2014 Courses

PSY 121: Methods and Tools of Psychology

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

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 203: Design and Statistical Analysis

Crawford, TWR 3:00-5:45PM—Summer B

Prerequisite: PSY 121

Psychology Core Course. The purpose of this course is to bridge basic knowledge of scientific inquiry, gained through 'Methods and Tools', and more complex applications of scientific inquiry, which is the major goal of 'Research Seminar'. This course will provide knowledge of basic designs, design issues, data analysis including theoretical and practical knowledge, and communication/interpretation of results.

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 214: Cognitive Psychology

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

Prerequisite: PSY 101

Psychology Foundation Course. This course introduces students to cognitive science. Major topics include the neural basis of cognitive processes, the nature of consciousness, visual pattern recognition, attention, memory acquisition, encoding and retrieval errors, associative networks, semantic knowledge, language, decision-making, and problem solving.

PSY299: Memory in Younger and Older Adults**

Bireta, TWR 1:00-2:45 PM—Summer "S" (June 3 - July 24)

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

****Tentative Course**

PSY 311: Sensation and Perception

Bireta, TWR 9:00-11:45 AM—Summer B

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 371: Cognitive Seminar: Memory Across the Lifespan

Bireta, MTWR 9:00AM-12:15PM—Maymester/Mini Session

Prerequisite: PSY 214

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 examine how memory changes across the lifespan from infancy to late adulthood (how does memory change as we develop and why?). Prerequisite: PSY 214 (Cognitive Psychology)

Summer 2014 Courses

PSY 371: Cognitive Seminar: Neuroscience of Memory

Bireta, MTW 8:00-10:45 AM—Summer A

Prerequisite: PSY 214

Cognitive neuroscience blends the study of behavior (psychology) with the study of the brain (neuroscience). This course will focus on the neural structures involved in remembering. Collectively, we will read several theoretical and empirical papers on the topic. The course will have a strong student component because students will select many of the readings and lead our class discussions. We will also use the Internet to examine the current activities of some cognitive neuroscience labs; thus, students will be exposed to ideas and people involved in this rapidly developing field. This course counts as a specialized course for the Biopsychology and Cognitive specializations. Because it is likely to be relevant to other concentrations, please check with your advisor in order to see if it counts for another concentration.

PSY 373: Counseling and Clinical Seminar: Mindfulness

Borders, MTW 1:00-3:45PM—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 out-side of class.

400-Level Course

PSY 470: Clinical Applications of Biopsychology

Dr. Ruddy MTR 8:00-10:45 AM—Summer A

Prerequisite: PSY 299

In this senior experience, students will discuss recent articles and write literature reviews that relate biopsychology (especially neurotransmitters and hormones) to individual differences and clinical disorders. Both contributing factors and treatment alternatives will be considered. While students with Counseling/Clinical and Biopsychology background may be particularly interested in this seminar, it is not necessary to be specializing in either of these areas.