

For Spring 2020/  
Summer 2020  
Vol. 17



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## Fall 2019 Advising Newsletter

### Psychology Department

## RESOURCES:

[Click here](#) for advising resources and information from the Psychology Department.

[Click here](#) for the Advising for Students School of Humanities & Social Sciences resource.

[Click here](#) for more information on 09x events throughout the semester.

**SOCIAL SCIENCES  
BUILDING**

**ROOM 109**

ONLINE



2000 PENNINGTON RD  
EWING, NJ 08628

NEWSLETTER COMPILED BY JASMINE KELLY, PSYCHOLOGY DEPARTMENT'S SECRETARIAL ASSISTANT

# Advising Tips for Course Registration

## Page 1 of 2

Spring and Summer Registration is **November 05 to November 15**

### **Advising Tip Sheet:**

- Forget the requirements for the major? [The website](#) has an outline of all the major requirements.
- If you are a dual/double major, you have different liberal learning requirements. Check the [Liberal Learning website](#) for more details.
- If you're interested in learning more about a specialization, [check out the website](#) to see each specialization's requirement.
- Interested in research? Check out the ELOPsy pages on the website to learn about different research opportunities within the department. There are separate pages for [collaborative research \(labs\)](#), [internships](#) (including information on internships held by previous students), [learning assistant positions](#), [independent study/research](#), and [senior honors thesis](#).
- The psychology department houses several clubs you can join! If you're interested in joining Psych Club, email [psychclub@tcnj.edu](mailto:psychclub@tcnj.edu) for more info! Or, you can join the Psychology Student Advisory Board. For more information on the Advisory Board, email [mccaddek@tcnj.edu](mailto:mccaddek@tcnj.edu).
- The department hosts and promotes various events throughout the semester! Even if you're enrolled in PSY 97 or 99, all students are welcome to attend! Check [the department calendar](#) for a listing of the events. Note that events are added throughout the semester.

## Want to Become a Psychology Major?

Submit your application between  
**February 10, 2020 and February 22, 2020**

<b><u>Requirements:</u></b>	Minimum overall GPA of 2.0; completion of PSY 101 with a C+ or higher grade.
<b><u>How to apply:</u></b>	Read all the instructions and complete the Psychology Major Application found on the Psychology Department website under " <a href="#">Becoming a Psychology Major</a> ".
<b><u>Psychology Minor:</u></b>	You can fill out a minor form at any time during the semester. <a href="#">Click here</a> for instructions on applying for a minor. <i>Don't wait until the last minute to complete your minor form!</i>





# *Advising Tips for Course Registration*

## *Page 2 of 2*

### 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. 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.
- ♦ **Interested in participating in a lab?** Check [the listings online](#) to see what labs are accepting applications. After you have [read about website the Collaborative Research course](#) on the website, [click here](#) to apply.



# Advising Sequence

## Spring 2020 Advising

### Remember to register for the Psychology 4-Year Advising Sequence

\*Double majors and dual majors **ARE** required to complete the advising sequence

\*Internal transfer students **do not** need to complete PSY 96.

Enroll in the appropriate advising course based on class standing at the time of admission to the Department.

\*External transfer students should consult with their advisor to determine which advising courses to complete (PSY 96, 99 minimum requirement).

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

**Sophomores** should have completed **PSY 97**

If they haven't already taken PSY 97 in the Fall,

**Sophomores should enroll in PSY 97 for Spring 2020**

(see note about PSY 97 below)

**Juniors** should have completed **PSY 98**

If they haven't already taken PSY 98 in the Fall,

**Juniors should enroll in PSY 98 for Spring 2020**

(see note about PSY 98 below)

**Seniors** should have completed **PSY 99**

If they haven't already taken PSY 99 in the Fall,

**Seniors should enroll in PSY 99 for Spring 2020**

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.**

**98 meets regularly as a quarter class.**

**Students who anticipate an especially busy or difficult junior year** (for example: Education dual majors who will be student teaching in their junior year, or students studying abroad), **should plan to take PSY 98 in their sophomore year and PSY 97 in their junior year.**

#### 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 page on the HSS website by [clicking here](#).





# Research Seminar Courses

## (every semester)

Spring 2020, Page 1 of 2

### **PSY 299-01: Language and Therapeutic Change**

**Vivona, TF 2:00 PM – 3:20 PM**

Prerequisite: PSY 203

Psychotherapy involves talking and listening. What is it about language that allows these activities to be therapeutic? We will investigate the processes of language that allow people to understand their experiences in new ways and to make therapeutic changes in their thinking, emotions, and behaviors.

DESIGN: Experimental, Correlational

ANALYSIS: Quantitative

PROJECT STYLE: Individual projects, group data collection

TOPIC SELECTION: Student choice within course topic

DATA SOURCE: PIPER

SPECIALIZATION FIT: Most relevant to Counseling & Clinical and Cognitive, but open to all.

### **PSY 299-02: Women's Health**

**Barnack-Tavlaris, MR 12:30 PM – 1:50 PM**

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.

**EMAIL THE DEPARTMENT:**

**[PSYCDEPT@TCNJ.EDU](mailto:PSYCDEPT@TCNJ.EDU)**

### **PSY 299-03: Memory & Cognition**

**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 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



Lake Sylva

[\(Instagram, 5/9/18\)](#)



# Research Seminar Courses

## (every semester)

Spring 2020, Page 2 of 2

### **PSY 299-04: Social and Emotional Learning**

**Graham, TF 8:00 AM – 9:20 AM**

Prerequisite: PSY 203

This research seminar focuses on conducting assessments and evaluations for school and community programs. Students will gain basic knowledge and develop skills necessary to produce valid and usable evaluations related to children's social and emotional development. Students will work in groups on faculty-directed topics and actively collect data from a variety of participants (i.e., stakeholders, staff, teachers, and parents) or analyze archival data from child participants. 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.

DESIGN: Correlational

ANALYSIS: Mixed-Methods (Quantitative and qualitative)

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: Non-TCNJ sample and Archival

SPECIALIZATION FIT: Developmental, Social, I/O

### **PSY 299-05: Child Development Controversies**

**Ruddy, MR 9:30 AM – 10:50 AM**

Prerequisite: PSY 203

How much should parents monitor and/or restrict their children's and adolescents' activities? For example, what restrictions on media use are appropriate at various ages? Students will decide on topics to explore.

DESIGN: Experimental, Correlational

ANALYSIS: Quantitative

PROJECT STYLE: Individual projects, group data collection

TOPIC SELECTION: Student choice within course topic

DATA SOURCE: PIPER

SPECIALIZATION FIT: Most relevant to Developmental, but open to all.

**QUESTIONS?  
CALL THE OFFICE AT:**

**609.771.2485**



Dr. Graham and the SED  
lab at the 2018 Lab  
Olympics





# Specialized Courses

Spring 2020, Page 1 of 4

## **PSY 316: Applied Behavior Analysis** (occasionally)

**Schweighardt, W 5:30 PM - 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 320-01: Origins of Social Cognition** (occasionally)

**Stahl, MR 12:30 PM – 1:50 PM**

Prerequisite: PSY 121 & 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 322-01: Children and Media** (occasionally)

**Graham, TF 9:30 AM – 10:50 AM**

Prerequisite: PSY 121 & PSY 220

The course examines the relations between children and youth, and traditional and new media. The course begins by reviewing the developmental stages of children, and theories about childhood as socially constructed. The course presents up-to-date research highlighting the potentially negative impact of age-inappropriate or excessive media use on children's physical, cognitive, and socio-emotional well-being. Further, the course focuses on benefits of media and how they enhance children's education and social relationships.

## **PSY 323-01: School Psychology** (annually)

**Greiner, W 5:30 PM – 8:20 PM**

Prerequisite: PSY 121

This course will provide an overview of school psychology. School psychology involves using psychological principles to assist students with disabilities in public school settings. Topics include, but are not limited to: the various roles/functions of a school psychologist, the historical evolution of school psychology, legal and ethical considerations, the use of assessment to identify students with disabilities, the use of counseling techniques for mental health concerns at school, monitoring interventions for struggling students, and current controversies affecting the work of school psychologists.

## **PSY 333-01: Cognitive-Behavioral Therapy** (annually)

**Krauss, W 8:00 AM – 10:50 AM**

Prerequisite: PSY 121 & PSY 216 or PSY 217

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.



# Specialized Courses

Spring 2020, Page 2 of 4

## **PSY 336-01: Sexual/Gender Minority Mental Health** (occasionally)

**Crofford, R 6:00 PM – 8:50 PM**

Prerequisite: PSY 121 & PSY 216 or PSY 217

This seminar will cover current issues in LGBTQI mental health, including theories of sexual minority stress and identity development, research on mental and physical health in this population, coping and protective factors, and treatments. This course meets for 3 hours per week. It is worth 1 unit (4 credits) because students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.

## **PSY 339-01: Personality Disorders** (annually)

**Zamel, W 5:30 PM – 8:20 PM**

Prerequisite: PSY 216 or PSY 217

This seminar provides a comprehensive overview of DSM-V personality disorders. The symptoms and impacts associated with each of the ten disorders are reviewed, as well as current research pertaining to their potential causes. Effective intervention strategies for each disorder are identified. A contextual approach to mental health and illness is encouraged throughout the seminar. Individual-and group- level variables are upheld as integral parts of the diagnostic equation. Students are encouraged to develop an awareness of the socio-cultural realities impacting diagnostic criteria, as well as clinician biases in the diagnostic process. This course is most appropriate for advanced undergraduate students in psychology who are interested in furthering their knowledge and skills in clinical assessment and intervention.

## **PSY 346-01: Cognitive Neuroscience** (annually)

**Leynes, M 5:30 PM – 8:20 PM**

Prerequisite: PSY 212 or PSY 214

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

## **PSY 350-01: Psychology of Women** (every semester)

**Fogg, T 6:00 PM – 8:50 PM**

Prerequisite: PSY 121

Examines the psychology of women in light of biological, social, and cultural influences. A variety of psychological theories and research findings are explored to study the development and behavior of women in various social contexts.





# Specialized Courses

Spring 2020, Page 3 of 4

## **PSY 355-01: Power, Oppression & Privilege** (annually)

**Wiley, MR 3:30 PM – 4:50 PM**

Prerequisite: PSY 101

This course provides in-depth coverage of social 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 opportunities for students to develop their writing, speaking, and presentation skills.

## **PSY 363-01: Psychology of Ethics** (occasionally)

**Kirnan, MR 12:30 PM – 1:50 PM**

Prerequisite: PSY 101 or MGT 201

While many courses have an ethical component, they tend to be restricted in topic (research, workplace, client) and focus. They are prescriptive in nature, telling students what they should and should not do. This course moves beyond prescriptive to a descriptive study of ethics, examining ethics as human behavior and not a value system. Thus, we apply many concepts learned in other courses (learning theory, motivation, developmental models) to enhance our understanding of ethical and unethical behavior.

## **PSY 366-01: Personnel Selection & Placement** (occasionally)

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

Prerequisite: PSY 121

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

## **PSY 362-01: Judgment and Decision Making** (occasionally)

**Ruscio, MR 11:00 AM – 12:20 PM**

Prerequisite: PSY 121

Economic models typically assume that human decision making is entirely rational, but psychological research demonstrates that our judgments and decisions can be influenced by cognitive limitations and biases as well as social and motivational factors. This course will begin with a brief overview of basic economic principles of decision making and then examine what have come to be called behavioral economic principles that more accurately describe how judgments are reached and decisions are made. We will also explore the consequences of shortcomings of reasoning in important contexts and consider ways to debias judgments and make better decisions.

## **PSY 365: Consumer Behavior** (every semester)

**Becker, MR 11:00 AM - 12:20 PM (365-01),**

**Becker, MR 12:30 PM - 1:50 PM (365-02)**

Prerequisite: PSY 101 or SOC 101 or MKT 201

*Combined section with MKT 365*

Students will learn to apply basic social science principles and theories to an understanding of the behavior of consumers. 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), are explored and then examined in relation to consumption processes and activities used by marketers and public policy actors to influence consumer behavior.





# Specialized Courses

Spring 2020, Page 4 of 4

PSY 373-01 C&C Seminar: Psychology of Personal Growth (every semester)

Zamel, R 5:30 PM – 8:20 PM

Prerequisite: PSY 121 & PSY 216 or PSY 217

The purpose of this course is for students to examine and apply theories of psychology and identity development to gain insight about themselves and other people from diverse groups. Through readings, reflections, discussion, and class activities, this course will explore matters such as personal identity, relational identity, moral behavior, achievement, spirituality and stress-coping, as well as examine the role of social statuses such as gender, social class, race/ethnicity, and sexual orientation in personal development. Students will be required to integrate these larger social issues with psychological concepts and theories, and to synthesize these various elements to analyze their own lives and the life circumstances of others.

PSY 383-01 C&C Field Experience Seminar (every semester)

Borders, MR 9:30 AM – 10:50 AM

Prerequisite: PSY 217

Field experience in a mental health setting, with classroom supervision of the clinical activities. Students interested in counseling or clinical psychology 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 are required. Students must find their own placements in advance, and faculty approval of the placement is required.

INTERESTED IN JOINING *PSI CHI*  
The International Honor Society of Psychology ?



## REQUIREMENTS:

3.5 overall GPA

3.5 Psychology GPA

Must have completed 3+ semesters at TCNJ

Must have taken at least 4 psychology courses



## NEW TRANSFER STUDENT POLICY:

3.5 overall GPA

3.5 Psychology GPA

Must be entering third year of college or later

Must have completed 2 semesters at TCNJ

OR 3 psychology courses at TCNJ

EMAIL [PSICHI@TCNJ.EDU](mailto:PSICHI@TCNJ.EDU) FOR MORE INFORMATION



Psi Chi Member of  
the Semester  
Award : Spring 2019

Psi Chi  
members at  
the 2018  
Induction





# 400-Level Courses

Spring 2020, Page 1

## **PSY 419-01: History & Systems of Psychology (occasionally)**

Lynn, M 5:30 PM – 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.

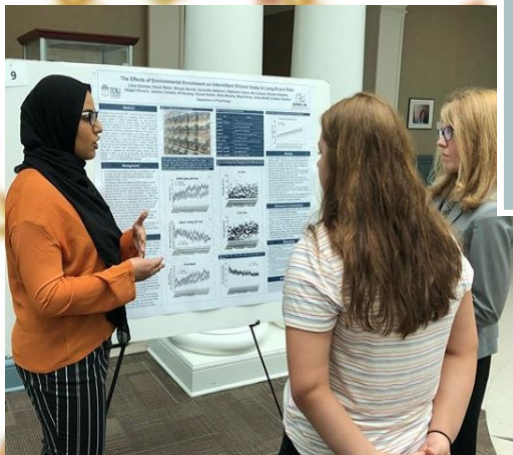
## **PSY 470-02: Senior Topics Study Group (every semester)**

**Emotion in Psychotherapy**

Herres, TF 11:00 AM – 12:20 PM

Prerequisite: PSY 299

This course will cover topics related to the role of emotion in psychotherapy. Emotional processes occur across a number of therapeutic modalities, including cognitive, behavioral, humanistic, and psycho-dynamic therapies. In this course, students will examine the evidence of the relevance of emotions for therapeutic change across these modalities.



Dr. Martinetti and  
students presenting at  
CoSA  
([Instagram, 5/8/19](#))



TCNJ psychology students  
demonstrating #hienergy  
and #hiachieving attitudes  
([Instagram, 4/22/19](#))

## **PSY 470-01: Senior Topics Study Group (every semester)**

**What's Wrong with Psychology?**

Crawford, MR 12:30 PM – 1:50 PM

Prerequisite: PSY 299

In this Senior seminar, we will review recent concerns raised regarding how psychologists conduct their research, from developing their hypotheses, designing their studies, analyzing their data, and reporting their findings. We will discuss the causes and consequences of questionable research practices in psychology, along with solutions to these practices, in order to gain a better understanding of how to produce more trustworthy conclusions from psychological research. Students will read and discuss readings relevant to the topic, and will gain first-hand experience with these improved methods by conducting a class-wide replication project.

# Spring 2020 Lab Recruitment

Interested in joining a lab? Below is the list of recruiting labs for Spring 2020!

Lab	Professor	Notes / Special Requests
Alcohol Lab	Dr. Martinetti	Will be in France for Spring 2020
Clinical Outcomes and Processes (COP) Lab	Dr. Borders	–
Cognitive Development Lab	Dr. Stahl	–
Emotion Lab	Dr. Kim-Prieto	–
ERP Lab	Dr. Leynes	<a href="https://erplab.pages.tcnj.edu/research-opportunities/">https://erplab.pages.tcnj.edu/research-opportunities/</a>
Identity Development across the African Diaspora (IDAD) Lab	Dr. Onyewuenyi	–
Infant/Child Lab	Dr. Ruddy	Will not have 390/492 but would be happy to talk with you about Independent Study 393/493 projects
Memory and Aging Lab	Dr. Bireta	–
Organizational Psychology Lab	Dr. Dahling	–
Political Psychology Lab	Dr. Crawford	–
Quantitative Psychology Lab	Dr. Ruscio	–
REACH Lab	Dr. Chung	Will not be recruiting new members for Spring 2020
Reproductive and Sexual Health Lab	Dr. Barnack-Tavlaris	–
Romantic Relationships Research (RRR) Lab	Dr. Feiring	–
Social Change and Collective Identity (SCID) Lab	Dr. Wiley	Interested in students with Spanish-speaking skills
Social and Emotional Development (SED) Lab	Dr. Graham	–
TAP Lab	Dr. Kirnan	Minimal recruitment



For more information about how to apply, [click here](#).



# Summer 2020 Courses

## Session 1

### **PSY 101-01: General Psychology**

**Bireta, R 9:00 AM— 1:00 PM**

*Blended course*

Psychology Core Course. Introduction to major topics in psychology, including biopsychology, development, cognition, counseling-clinical psychology, social psychology, and psychology in industrial/organizational settings.

### **PSY 203-01: Design and Statistical Analysis**

**Herres, MTWRF 9:00 AM – 12:15 PM**

Prerequisite: PSY 121

Psychology Core Course. The purpose of this course is to bridge basic knowledge of scientific inquiry, gained through PSY 121: 'Methods and Tools', and more complex applications of scientific inquiry, which is the major goal of PSY 299: '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 334-01: The Psychology of Mindfulness and Meditation**

**Borders, MTWRF 9:00 AM—12:15 PM**

Prerequisite: 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. This course meets for 3 hours per week. It is worth 1 unit (4 credits) because students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.

## Session 2

### **PSY 340-01: Health Psychology**

**Barnack-Tavlaris, T 9:30 AM—12:00 PM**

Prerequisite: PSY 121 or ANT 240

*Blended course*

Examines how psychological, social, and behavioral factors interact with and affect the success people have in maintaining their health, obtaining medical treatment, coping with stress and pain, and recovering from serious illness.

## Session 3

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

**Crawford, TWR 9:00 AM- 12:00 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:** social; cognitive

### **PSY 470-01: Senior Topics Study Group**

***Immigration***

**Wiley, TWR 9:00 AM—12:35 PM**

Prerequisite: PSY 299

Each course under this umbrella is relevant to a different set of specializations. As a senior experience, students use their prior knowledge as a foundation for individualized study of theoretical, empirical, or clinical issues. The study group is a community of learning in which students direct their own in-depth exploration of a field, discuss their ideas with others in the group, and express their discoveries and conclusions in successive drafts of a major written paper.

Session

