

FALL ADVISING NEWSLETTER

SPRING 2018 / SUMMER 2018



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ADVISING RESOURCES:

For advising resources and information from the Psychology Department, please visit:

<http://psychology.pages.tcnj.edu/advising/advising-resources/>

For advising resources from the School of Humanities & Social Sciences, please see their Advising for Students link below:

<https://hss.tcnj.edu/advising/advising-resources-for-students/>

And their Advising FAQ:

<http://hss.pages.tcnj.edu/advising-resources/advising-faq-for-hss-faculty-and-students/>

Advising Tips for Course Registration

Spring and Summer Registration is November 7 to November 17

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). If you entered the major Fall 2015 or after, you should use this version of the [Psychology Major Summary Sheet](#).
- ♦ **Search for Classes and Fill Your Shopping Cart.** The Schedule of Classes is available on PAWS. Prepare for registration week by adding courses to your Enrollment Shopping Cart prior to your enrollment appointment. For instructions on how to use your Enrollment Shopping Cart, [click here](#).
- ♦ **Check for Pre-Requisite Issues.** You can see if you have met enrollment requirements prior to your enrollment time. The new Validate feature (available in your Shopping Cart) alerts you to any 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.

Want to Become a Psychology Major?

Submit your application between **February 10, 2018 and February 22, 2018** for **Fall 2018** semester consideration.

Requirements to apply: Minimum overall GPA of 2.0; completion of 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](#)".

*A general reminder for students who want to add a **Psychology minor** — you can fill out a minor form at any time during the semester. [Click here for instructions on applying for a minor](#). Don't wait until the last minute to complete your minor form!

Advising Sequence

Remember to register for the Psychology 4-Year Advising Sequence

*Double majors 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 96 If they haven't already taken PSY 97 in the Fall, Sophomores should enroll in PSY 97 for Spring 2018	Juniors should have completed PSY 97 If they haven't already taken PSY 98 in the fall, Juniors should enroll in PSY 98 for Spring 2018	Seniors should have completed PSY 98 If they haven't already taken PSY 99 in the fall, Seniors should enroll in PSY 99 Spring 2018
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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.](#)

Spring 2018 - PSY 299: Research Seminar Courses

PSY 299-01: Health Psychology

Barnack-Tavlaris, MR 9:30 AM-10:50 AM

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: Contexts of Development

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

Prerequisite: PSY 203

This course will examine how the contexts in which we live and socialize (e.g., family, friends, schools, neighborhoods, community groups/programs) contribute to our psychological well-being. Emphasis will be placed on understanding how to promote healthy development during adolescence and the transition to adulthood.

DESIGN: Correlational

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: PIPER/student sample

SPECIALIZATION FIT: Counseling/Clinical, Developmental

PSY 299-03: Best Practices in Social Psychology

Crawford, TF 8:00 AM-9:20 AM

Prerequisite: PSY 203

Psychology has recently faced a crisis of confidence due to several developments, including but not limited to fraud, poor research practices, and an inability to replicate results. This 299 seminar will focus on understanding the sources of this crisis, training in better methodological and statistical practices, identifying studies that are good candidates for replication, and attempting to replicate those studies.

DESIGN: Correlational and/or experimental (various projects, so possibility of various designs)

ANALYSIS: Quantitative

PROJECT STYLE: Group project

TOPIC SELECTION: Student-chosen, with faculty direction

DATA SOURCE: TCNJ, online, and archival

SPECIALIZATION FIT: Social; Cognitive

PSY 299-04: Unemployment

Dahling, MR 2:00 PM-3:20 PM

Prerequisite: PSY 203

This section of Research Seminar focuses on how unemployment shapes people's career development and well-being. We will study unemployment experiences in a broad sense, including vicarious experiences of unemployment experienced by the family members of unemployed individuals. We will develop research ideas together in small project groups of 3-4 students. As with all sections of Research Seminar, students will collect data, test hypotheses, and write an APA-style manuscript reporting their results.

DESIGN: Survey

ANALYSIS: Quantitative

PROJECT STYLE: Group projects (3-4 students)

TOPIC SELECTION: Jointly developed

DATA SOURCE: Online and PIPER

SPECIALIZATION FIT: Open to all, but best for I/O, Social, or Clinical/Counseling

PSY 299-05: Emotion

Kim-Preito, TF 11:00 AM-12:20 PM, W 10:00 AM-10:50 AM

Prerequisite: PSY 203

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 projects

TOPIC SELECTION: Faculty led

DATA SOURCE: Online and PIPER

SPECIALIZATION FIT: Open to all, but most relevant to Social or Counseling/Clinical.

Interested in joining a
lab next semester?

[Click here](#) to read more
about the labs!

Spring 2018 - Specialized Courses (1 of 3)

PSY 311: Sensation and Perception

Bireta, M 5:30 PM-8:20 PM

Prerequisite: PSY 101

The basic structure and function of the sensory systems are examined and related to our experience of the world. Topics include anatomy and physiology of sense organs, perception of color, form, movement, space, sound, and illusions, perceptual development, and perceptual motor coordination.

PSY 316: Applied Behavior Analysis

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 342: Clinical Psychopharmacology

Ruddy, MR 8:00 AM-9:20 AM

Prerequisite: PSY 212

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 346: Cognitive Neuroscience

Leynes, W 8:00 AM-10:50 AM

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: Psychology of Women

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.

PSY 355: Psychology of Power, Oppression, and Privilege

Sepulveda-Kozakowski, MR 2:00-3:20 PM

Prerequisite: PSY 101

Psychology of Power, Oppression, and Privilege is designed to be a specialized course for the Social Specialization within the Psychology major. This course provides an in-depth coverage of psychology topics, including stereotyping, prejudice and privilege, discrimination and advantage, intergroup relations, attributions, social influence, personal self-esteem and collective self esteem. In addition, this course provides further opportunities for students to develop their writing, speaking, and presentation skills.

PSY 360: Psychology of Leadership

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

Prerequisite: PSY 121 or permission of instructor

This course explores developmental, cognitive, and social psychology perspectives on leadership emergence, development, and effectiveness. Diversity is an important theme in the course, which emphasizes the roles of individual differences such as gender, race, and nationality in leadership processes. Other topics include emotions in leadership, charisma, and abusive or toxic leadership. The material is intended to be accessible and relevant to students regardless of specialization interests.

PSY 365: Consumer Behavior

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

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

Prerequisites: PSY 101 or SOC 101 or MKT 201

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 examined in relation to consumption processes and activities used by marketers and public policy actors to influence consumer behavior.

PSY 366: Personnel Selection

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) will be reviewed with a hands-on component whenever possible. Current issues and misuses of testing and selection will also be addressed.



300–Level Seminars

PSY 370: Developmental Seminar

Origins of Social Cognition

Stahl, MR 2:00 PM-3:20 PM

Prerequisites: PSY 121 and PSY 220

Humans are remarkably social creatures, even from birth. This course will review and synthesize findings in the field of social cognitive development. The ultimate goal of this course is to understand the evolution and development of social knowledge and behavior. An interdisciplinary perspective that merges cognitive development, animal behavior, and philosophy will foster critical thinking about scientific research and the human mind.

PSY 373-01: Counseling and Clinical Seminar

Cognitive-Behavioral Therapy

Krauss, W 8:00 AM-10:50 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, and 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 373-02: Counseling and Clinical Seminar

Personality Disorders

Zamel, W 5:30 PM-8:20 PM

Prerequisites: PSY 121 and PSY 216 or PSY 217

This advanced seminar will take an in depth look at Personality Disorders, with special attention to changes in classification as a result of the publication of the DSM 5. We will look at classification, diagnosis, etiology, and prevalence, as well as issues of treatment and the challenges one faces when treating individuals with personality disorders. Through selected readings, discussion, independent research, and guest speakers, students will have the opportunity to spend an entire semester dedicated to an understanding of all of the issues surrounding these fascinating diagnoses.

PSY 376: Seminar in Psychology

Behavioral Economics

Ruscio, MR 9:30 AM-10:50 AM

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 and Clinical Field Experience Seminar

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

Prerequisites: PSY 216 and 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. This course requires a 120-hour field experience/internship. After the course registration period, the faculty member will contact students to facilitate this process.

400–Level Seminar:

PSY 419: Senior Seminar

History of Psychology

Hart, R 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.

400–Level Courses

PSY 470-01: Senior Topics Study Group

Rumination

Borders, MR 9:30 AM-10:50 AM

Prerequisite: PSY 299

This course will explore current research on the causes, consequences, and treatment of rumination. A popular area of research in both the clinical and social psychology fields, rumination is considered by many psychologists a trans-diagnostic facet underlying a wide range of mental disorders. As a senior experience, students will use their prior knowledge as a foundation for individualized study of theoretical and empirical issues about the current state of the literature on rumination. The seminar is a community of learning in which students will direct their own in-depth exploration of a particular area in the rumination field, discuss their ideas with others in the class, and express their discoveries and conclusions in successive drafts of a major written paper.



Dr. Kirnan and Bob, her golden retriever, at a talk on animal-assisted interventions (which counted for 9X credit!)

PSY 470-02: Senior Topics Study Group

Animal-Assisted Interventions

Kirnan, MR 2:00 PM-3:20 PM

Prerequisite: PSY 299

The field of Animal Assisted Activities (AAA) and Animal Assisted Therapies (AAT) has greatly expanded over the past 30 years. However, it is only recently that sound research methods have been applied to validate the benefits that are reported anecdotally. Do these interventions really work? Or do participants report gains because animals are fun to be with? We will draw from the research and critical thinking skills developed in PSY121 and PSY299 as we apply professional research standards to an understanding of these topics. As a class, we will explore the wide range of AAA/T initiatives in educational, mental health, physical health, and care facilities. From literacy dogs who aid struggling readers to equine therapy for veterans combatting PTSD, together we will explore the many settings and varied practices that have and continue to emerge in this field. Each student will select one area for their focused research project and will advance the understanding of the rest of the class on that topic through the sharing a scholarly articles and additional class discussion. A strong focus will be on the current state of the research with students identifying findings, methodological and measurement challenges, and making suggestions for future studies. I have been a volunteer in my community for over 10 years with my certified therapy dogs and my lab conducts research on the topic as well. I am excited to share the knowledge we have gained and learn from each of you as you all bring a unique perspective to our class.

SUMMER 2018

SESSION 1

(05/21/2018 - 06/08/2018)

PSY 101: General Psychology

Bireta, R 9:00 AM-12:45 PM

Session 1

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

PSY 340: Health Psychology

Barnack-Tavlaris, T 9:00 AM-1:00 PM

Session 1

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, obtaining medical treatment, coping with stress and pain, and recovering from serious illness. **This is a blended course.**

PSY 121: Methods and Tools of Psychology

Wiley, MTWRF 1:00 PM-4:15 PM

Session 1

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.

SESSION 2 (06/11/2018 - 07/12/2018)

PSY 203: Design and Statistical Analysis

Herres, TWR 11:00 AM–12:45 PM

Session 2

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 311: Sensation and Perception

Bireta, TWR 2:00 PM–4:50 PM

Session 2

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 390: Reactivity Lab

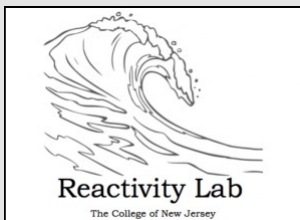
Herres, TBA

Session 2

Prerequisites: Sophomore status, a minimum GPA of a 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. Herres's permission is required to participate. Please see Dr. Herres for more information, and click the icon below to connect to the Reactivity Lab homepage.



PSY 470: Senior Topics Study Group

Clinical & Educational Applications of Biopsychology

Ruddy, MTR 8:00 AM–10:50 AM

Session 2

Prerequisite: PSY 299

In this senior experience, students will discuss recent articles that relate biopsychology (e.g., neurotransmitters and hormones) to individual differences in personality, development, emotions, relationships, and disorders. Students will write, and share with others in the class, literature reviews about selected controversies. While students with Counseling/Clinical or Biopsychology background may be particularly interested in this seminar, specialization in one of these areas is not required. Topics will be shaped by the interests of the students who register for the course.

SESSION 3 (07/16/2018 - 08/16/2018)

PSY 299: Best Practices in Psychology

Crawford, TWR 9:00 AM–11:50 AM

Session 3

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

SOCIAL MEDIA OF THE TCNJ PSYCHOLOGY DEPARTMENT



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