PSYC 1100-001
Introduction to Psychology
Joseph Davidow
MW 6:00-7:50 PM
Spring 2006

Course Content: A broad survey of the multidimensional field of psychology. To include: human growth and development, learning, cognitive processes, emotions and motivation, social psychology, psychological and behavioral disorders, therapy, etc.

Prerequisites: NONE

Attendance: Mandatory

Class Format: Lecture/discussion

Laboratory/Field Experience:

Readings: TBA

Paper/Projects:

Evaluation: 2 Exams; Participation
Objectives & Course Content: A survey of the major content areas and theoretical perspectives in modern psychology - strong emphasis is placed upon the methods of investigation of psychology. A systems approach to understanding human behavior is used throughout each topic area. Topics include biopsychology, sensation, perception, learning, memory, motivation, cognition, language, development, personality, stress, addictions, psychopathology and social psychology.

Prerequisites: None

Attendance: Required, 10% of Final Grade

Class Format: Lecture

Laboratory/Field Experience: None

Readings: Kalat, Introduction to Psychology, 7th Ed., 2002

Paper/Projects: None

Evaluation: Three exams
Objectives:
• Explores the major psychological approaches to the study of behavior, including their history, contributors, methods, research findings, terminology, and current directions.
• Promotes the development of scientific values and skills, a recognition of individual bias in experimentation, and the ability to evaluate generalizations.
• Encourages personal development through increased understanding of the behavior of others and a curiosity about the forces that make us behave as we do.
• Integrates new developments with classic research findings.
• Challenges some traditional perspectives in light of new knowledge.
• Illuminates the decision-making processes used by researchers.
• Interweaves the theme of psychology as a scientific enterprise with that of psychology as a course of knowledge and practice that can improve the quality of life.

Course Content:
This introduction to psychology telecourse teaches you the fundamental principles of the field, such as brain and behavior, sensation and perception, conditioning and learning, cognitive processes, psychopathology, social influences, therapy, and more. The host for the series is Dr. Philip Zimbardo of Stanford University, who illustrates each topic with the help of original footage of classic experiments, interviews with renowned psychologists, and segments on emerging research. He takes students into working laboratories and introduces scholars who seek to improve our understanding of the mind.

Prerequisites: Familiarity with e-mail

Attendance: Mandatory Orientation on 1/17, 8:00 PM – 8:50 PM; Mandatory Additional Meetings: 2/28, 4/4, 5/2 8:00 PM – 8:50 PM

Class Format:
College-level telecourse - includes television presentations (broadcast over Stockton Access Channel) - independent study using text, video and e-mail/Web CT.

Laboratory/Field Experience: None

Readings: Textbook - Psychology, 17th Ed. - Zimbardo & Gerrig

Paper/Projects: Summaries of video programs.

Evaluation: Three Exams
Objective & Course Content: The course will cover human development from puberty until the early 20s, the periods usually considered as adolescence and early maturity. Physical, emotional, social, and intellectual development will be investigated.

Prerequisite: PSYC 1100.

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience: N/A

Readings: TBA

Paper/Projects: 1 Project

Evaluation: 3 Exams
Objectives & Course Content: To understand the types and causes of psychiatric disturbance. An examination of the different perspectives for looking at psychiatric illness: medical, psychoanalytic, learning, moral and labeling. We will also examine some of the current knowledge about the traditional psychiatric syndromes (neuroses, psychoses, personality disorders) and some particular symptoms (suicide, homicide).

Prerequisites: PSYC 1100

Attendance: Voluntary

Class Format: Lectures

Laboratory/Field Experience: None

Readings: Durand & Barlow. Essentials of Abnormal Psychology

Paper/Projects: None

Evaluation: Three Exams
Objectives: Exposure to the many human behavioral pathologies and the theoretical approaches and research data to cope with them.

Course Content: An examination of the following different perspectives on psychological disorders: medical, psychoanalytic, behavioral, cognitive, humanistic, and existential with a final goal of integrating and synthesizing perspectives. We will also examine some of the current knowledge about the traditional Psychological disorders such as anxiety disorders, psychoses, personality disorders, and eating disorders.

Prerequisites: PSYC 1100

Attendance: Required.

Class Format: Lectures/Discussion

Laboratory/Field Experience: None.

Readings:
2. Study Guide to accompany Abnormal Psychology.

Paper/Projects: None.

Evaluation: Three multiple-choice exams.
Objectives & Course Content: This course is an overview of the principles, theories and treatment methods of Abnormal Psychology. This course is designed to provide you with an overview of abnormal psychology and an introduction to the field of clinical psychology. The course will focus on the description of various psychological disorders, how they develop, the course they follow, and how they are treated. Current theory and research will be emphasized.

Prerequisites: PSYC 1100 (completed)

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience:


Paper/Projects: 3 content assignments and a Final project

Evaluation: 3 exams
Objectives & Course Content: To understand and recognize the various types of psychiatric diagnoses. An examination of the symptoms and features of disorders as well as the theoretical orientations (Psychodynamic, behavioral, sociocultural, biological) used to understand them. We will also work on case studies to develop our own diagnoses and treatment options.

Prerequisites: PSYC 1100

Attendance: Required

Class Format: Lectures/group discussion

Laboratory/Field Experience: None

Readings: Alloy/Riskino/Manos. Abnormal Psychology: Current Perspectives (9th Ed.) 2005

Paper/Projects: Group Presentation in class

Evaluation: Three exams
Objectives & Course Content: This course is designed to provide an overview of health psychology. An emphasis will be placed upon the psychological factors that contribute to a variety of physical illnesses. In addition, this course will present the psychological interventions that may be used to prevent and treat medical diseases. Special topics include recent advances in women’s health care, caregiver burden, and the diagnosis and treatment of dementia in the elderly. Professionals who currently work in the field of health psychology will be presenting information related to their specific area (e.g., mild traumatic brain injury).

Prerequisites: PSYC 1100; Not Open to those with credit for PSYC 3612

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience: None

Book: Health Psychology: Biopsychosocial interactions by Edward P. Sarafino, (2006), (5th ed.).

Paper/Projects: None

Evaluation: Three multiple-choice exams and one optional extra credit paper.
Objectives & Course Content: This course is intended to provide the student with an understanding of how we process, store, and organize information. It is primarily a course in which students will be exposed to current theories in, and research methods of, topics including perception, memory, language, and thought. Furthermore, students should gain an appreciation for the depth of insight and difficulty of the Cognitive Psychologist’s task in uncovering secrets of the mind.

Prerequisites: PSYC 1100

Attendance: Not required but strongly recommended.

Class Format: Lecture and Discussion
Open to juniors and seniors only

Laboratory/Field Experience: Offered as Extra Credit


Paper/Projects: Students will participate in 2 discussion groups of choice, and write papers summarizing the ideas discussed therein and/or provide insightful, well-thought out commentary (each paper not to exceed 2 pages).

Evaluation: There will be 6 multiple choices quizzes, each covering lecture and textbook material from 1 of 6 sections. Lowest quiz grade will be dropped. No make-up quizzes will be offered under any circumstances. Scores from 5 quizzes will account for 80% of final grade, and discussion group participation and papers will account for 20% of final grade (10% participation, 10% papers).
Objectives & Course Content: The course is designed to provide instruction in techniques of quantitative data analysis. Topics include techniques of measurement, frequency distributions, measures of relative standing, measures of central tendency and dispersion, regression, correlation, prediction, probability, and statistical inference involving one and two factor samples. Recommended for Sophomores.

Prerequisites: PSYC 1100

Attendance: Required

Class Format: Lecture, recitation

Laboratory/Field Experience: None


Paper/Projects: None

Evaluation: 3-5 in-class Exams
Objectives & Course Content: Students will learn the principles and procedures involved in basic data analysis of psychological research. Elementary statistical methods for the behavioral sciences. Includes descriptive methods (frequency distributions, and graphing) and inferential methods (hypothesis testing, correlation, and regression, and simple analysis of variance). Also analyzes nonparametric procedures. Discusses the application of statistics in psychological research. Recommended for sophomores.

Prerequisites: PSYC 1100

Attendance: Required

Class Format:

Laboratory/Field Experience:

Readings: Text:

Paper/Projects:

Evaluation:
PSYC 2301-001
Social Psychology
Nancy Ashton
MW 3:35-5:25 PM
Spring 2006

Objectives:
1. To learn the major theories and findings in Social Psychology.
2. To develop an ability to critique theories and research and to relate them to life experiences.
3. To improve skills in reading, critical thinking, and application of concepts to concrete situations.

Course Content: A survey of social psychology covering a variety of theories, methods and the application of research results to contemporary issues. Includes attitude development and change, racism, the influence of education on prejudice, interpersonal and group processes such as attraction, altruism, aggression, among others.

Prerequisites: PSYC 1100; not open to students with credit for SOCY 2201

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience: Possibly some field observation

Readings: Aaronson, Wilson & Akert, Social Psychology or similar text

Paper/Projects: Possibly some short papers

Evaluation: Testing, class participation and related projects
Objectives: This course will focus on research methods in psychology. You will learn how to comprehend and critically evaluate research. You will become familiar with the various types of experimental design used in the diverse areas of psychological science. You will learn to write in the format accepted by the American Psychological Association.

Prerequisites: PSYC 2241, Statistical Methods; Not open to students with credit for PSYC 2242

Attendance: Required

Class Format: Lecture, in class exercises, group project.

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Objectives & Course Content: This course will be focused on current research methods in psychology. You will learn how to design and implement a research study as well as learn to evaluate existing research. You will learn various methods of research design and be required to write in APA format.

Prerequisites: PSYC 2241, Not open to students with credit for PSYC 2242

Attendance: Required

Class Format: Lecture, discussion, group project

Laboratory/Field Experience:

Readings: Myers and Hansen. Experimental Psychology (5th Ed.) 2002

Paper/Projects: Several short writing assignments, one paper

Evaluation: 3 exams
Objectives & Course Content: The course will consider the major theories of personality; including Freud, Jung, George Kelly, Eric Berne, Carl Rogers, Eysenck and Sheldon. We will review each theory and compare them, and explore how they explain mental illness. We will also consider the kinds of research conducted in the field of personality.

Prerequisites: PSYC 1100

Attendance: Optional

Class Format: Lectures

Laboratory/Field Experience:

Readings: Social & Behavioral Sciences produced book by David Lester, Intrapsychic Theories of Personality.

Paper/Projects: None

Evaluation: Midterm and final exam.
Objectives & Course Content: We will explore the major theories of personality in this course, including psychoanalytic, attachment, humanistic, existential, cognitive, behavioral, trait and skill, and interactional theories. We will begin with the neurological, biological and evolutionary framework upon which our life experiences build. We will review the influences that shape personality, beginning with mother-baby relationships followed by the impact of family and the outside world.

Prerequisites: PSYC 1100

Attendance: Required

Class Format: Lectures

Laboratory/Field Experience:


Paper/Projects: Paper due ¾ through the semester. You will be asked to pick a personality theory that most interests you, and then to apply the theory to better understand an anonymous person of your choosing.

Evaluation: Midterm and final exam.
Objectives & Course Content: Psychological research and theories across the lifespan from prenatal to the end of life. Application to real life situations and contexts will be included.

Prerequisites: Two PSYC courses including PSYC 1100. Formerly titled, Developmental PSYC

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience: Observations

Readings: Berk, Development Through the Lifespan or another similar text

Paper/Projects: Observation papers

Evaluation:
Quizzes
Attendance and Participation
Worksheets
Observation Papers
Objectives & Course Content: The study of human physical, emotional, and cognitive development from conception through adolescence, with stress on the basic principles of developmental change.

Prerequisites: Two PSYC courses including PSYC 1100

Attendance: Required

Class Format: Lecture, discussion, videos

Laboratory/Field Experience:

Readings: Weekly reading of Science Times and journal of comments on relevant articles

Paper/Projects: None

Evaluation: Prepared essay quizzes weekly; essay exams.
Objectives & Course Content: This course surveys various aspects of human development from conception to adolescence, including physical, cognitive, emotional, and social development. Child and adolescent development concepts, theories, and research findings will be examined. Basic principles of developmental change will be stressed. Application of this information to practical problems will be discussed.

Course Objectives: First, understand the principles of human development from conception through adolescence. Second, become familiar with developmental theories and how they influence research and practice. Third, comprehend how knowledge about human development is relevant to people’s everyday lives. Finally, build up on research, analytical, written, and oral communication skills.

Prerequisites: Two PSYC courses including PSYC 1100.

Attendance: Required.

Class Format: This course will be organized around a lecture, discussion, and activity format.


Paper/Projects: There will be three short papers on various topics and a short oral presentation on one of the papers.

Evaluation: Students’ performance in the course will be evaluated based on attendance and participation, three 2 to 3 paged papers, four 50-item multiple-choice examinations (one of which will be optional), and an oral presentation.
Course Content & Objective: The study of human physical, emotional, and cognitive development from conception through adolescence, with stress on the basic principles of developmental change.

Prerequisites: PSYC 1100 and one other PSYC course

Attendance Policy: Required.

Class Format: Lecture, discussion, video.

Text/Readings: Textbook in Child & Adolescent Psychology

Paper/Projects: Optional Paper. In-class projects.

Method of Evaluation: Exams, quizzes.
Objectives & Course Content: This course covers the relationships between the nervous system, the mind, and behavior. It starts with basics like the structure, chemistry, and function of the nervous system and then covers topics including sleep/consciousness, emotion, addiction, religion, exercise, social interaction, language, sex, eating, language, memory, and disorders of the nervous system.

Prerequisites: Two Psychology Courses, including PSYC 1100

Attendance: Required

Class Format: Lecture and discussion

Laboratory/Field Experience:


Paper/Projects:

Evaluation: Three exams.
PSYC 3391-001
Educational Psychology
Keith Williams
TR 12:30 – 2:20 PM
Spring 2006

Objectives & Course Content: Psychological principles from the cognitive, affective, and psychomotor domains applied to learning and teaching variables.

Prerequisites: PSYC 1100; Forty Hours of Fieldwork Required; Permission of Instructor From Education Office.

Attendance: Required

Class Format: Lecture/discussion

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: Five papers related to the fieldwork are required for this course.

Evaluation: 3 Exams; 4 Short Reflective Journals (1-2 pages); Participation
Objectives & Course Content: Psychological principles from the cognitive, affective, and psychomotor domains applied to learning and teaching.

Prerequisites: PSYC 1100; 40 Hours Fieldwork Required; Permission of Instructor from Education Office.

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: A Field Placement is required for this course.

Evaluation: 3 Exams; 10 Short Reflective Journals (1-2 pages) each entry; Participation
Objectives & Course Content: An examination of the different theories of counseling and the techniques of counseling involved in each theory. Theorists include Freud, Rogers, Berne, Janov, Perls, Glasser. Also family therapy, group therapy and network therapy are discussed. Issues such as effectiveness of therapy and oppression in therapy are explored.

Prerequisites: PSYC 2211 or PSYC 3302

Attendance: Voluntary but strongly recommended

Class Format: Lectures/films/discussion

Laboratory/Field Experience: None

Readings: S.T. Gladding, Counseling Theories

Paper/Projects: one TBA

Evaluation: A mid-term exam; A final exam
Objectives & Course Content: This course will examine the psychological and neurobiological basis of addictions, including drug, alcohol, gambling, eating, sex, spending and others. Emphasis will be given to origins, treatment, and prevention.

Prerequisites: Open to juniors and seniors only.

Attendance:

Class Format: Lecture, discussion

Laboratory/Field Experience:

Readings: Readings for Psychology of Addictions

Evaluation: Three exams and one paper.
Objectives & Course Content: This course explores the nature vs. nurture debate as it relates to causes of individual differences in human behavior. By examining the works of both psychologists and behavioral geneticists, students will gain an advanced understanding of twin study research methods and principles of psychological measurement. Students will be able to investigate the contributive effects of hereditary and environmental influences on such behaviors as IQ, personality, cognitive ability, interests, and mental illness.

Prerequisites:

Attendance: Required

Class Format: Lecture

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: 3 essay exams; 4-5 written assignments; group presentations

Evaluation:
Objectives & Course Content: The course considers the multiple issues of age-related psychopathologies, diagnosis and assessment, as well as various approaches to intervention. Course also discusses means to promote and maintain optimal mental health in the older years. Federal and state policy relevant to mental health will also be covered.

Prerequisites: GER 1100 or PSYC 1100.

Attendance: Mandatory, class participation included in final grade.

Class Format: Lecture, class discussion, multimedia

Laboratory/Field Experience: Optional

Readings: Text book, journal articles

Paper/Projects: Two papers, one final exam, 2 quizzes, one group project.

Evaluation: Two papers, one final exam, 2 quizzes, group project, class participation.
Objectives & Course Content: Current research in the area of individual and group functioning in organizational settings. Topics include organizational development, interpersonal communication, motivation, teamwork and "systems" theory.

Prerequisites: PSYC 1100
Open to Junior and Senior PSYC Majors only

Attendance: Required.

Class Format: Seminar

Laboratory/Field Experience: None


Paper/Projects:

Evaluation: 3 Tests
Objectives & Course Content: Quantitative methods of data analysis including higher order analysis of variance, analysis of covariance, multivariate analysis of variance, multiple regression, and trend analysis. Students will become skilled at survey construction and data analysis. Utilizes packaged computer programs.

Prerequisites: PSYC 2241; open to juniors and seniors only; Permission of Instructor required

Attendance:

Class Format: Seminar, in class projects.

Laboratory/Field Experience: None.

Readings:

Paper/Projects:

Evaluation:
PSYC 3646-001
Cross Listed CRIM 3646
Forensic Behavior Analysis
John White
MWF 9:55-11:10AM
Spring 2006
(Q2)

Objectives & Course Content: To make students aware of the various tools utilized by law enforcement to identify psychological aspects of crime scenes and criminal behavior. This course will emphasize psychological profiling techniques of crime scenes and criminals, both quantitative and qualitative, used in the investigation of violent crimes, particularly violent sex crimes and serial murder.

Prerequisites: Junior or Senior

Attendance: Class participation is mandatory

Class Format: Seminar

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: One project using quantitative reasoning and analytical abilities to describe a type of criminal behavior. A project (group) using PowerPoint and SPSS.

Evaluation: Two exams 50%; Paper/project 25%; In-class projects 25%
Objectives & Course Content: Understanding of the role of historical change in the shaping of modern psychological theory and research. Reading and discussion of material on the history of psychology from ancient Greece to the present.

Prerequisites: Open to Juniors and Seniors only; Two PSYC courses including PSYC 1100; Not Open to those w/credit for PSYC 2242

Attendance: Required.

Class Format: Seminar; class discussion and presentations; some lecture, cooperative group work.

Laboratory/Field Experience:

Readings: Textbook, journal readings

Paper/Projects: Term paper and presentation.

Evaluation: Grade is based on two exams, paper, presentation.
PSYC 3701-001
Research in Social Psychology
N. Ashton
W 9:55 – 11:10 AM
Spring 2006

Objectives: Provide students with hands on experience in a research project from start to finish; Increase library research skills; Increase data analysis skills; Development of professional writing skills

Course Content: Designing, conducting, analyzing and writing, in APA format, an empirical study in social psychology

Prerequisites: PSYC 2242 or PSYC 3242, Permission of Instructor, Juniors and Seniors only

Attendance: Required

Class Format: Tutorial

Laboratory/Field Experience: Yes

Readings: TBA – journal articles in the library and from interlibrary loan

Paper/Projects: Conduct empirical research and write an APA style paper on the project

Evaluation: Progress on project, final paper, attendance & participation
Objectives & Course Content: To teach students how to design and implement research on various topics in Industrial/Organizational Psych. Students will be involved in the design, data collection and analysis of research on how groups solve problems and learn.

Prerequisites: Permission of Instructor; PSYC 2242 OR PSYC 3242

Attendance:

Class Format: Tutorial

Laboratory/Field Experience: None

Readings: TBD

Paper/Projects: Write up of research

Evaluation: Competency demonstrated in research and term papers.
Objectives and Course Content: Provides students with the opportunity to study a topic in more depth than allowed by regular courses or to study areas not included in the program’s regular curriculum. Student or instructor initiated research on recent developments in the field of aging.

Prerequisites: Permission of Instructor

Attendance: The research team will meet approximately once per week by appointment, with additional meetings scheduled as necessary. Computer Conferencing will be used in lieu of some face-to-face meetings.

Class Format: Tutorial

Laboratory/Field Experience: Student or instructor initiated research projects. To include review of the relevant literature, design of appropriate research strategy, data collection and analysis, final research report.

Readings: TBA - to be assigned as necessary.

Paper/Projects: See above

Evaluation: Based upon periodic write-ups of activities, research proposal, data collection, final report.
PSYC 3890-001
Educational Psychology Field Placement
Keith Williams
TBA
Spring 2006

Objectives & Course Content: Observation of teaching/learning process; forty hours of fieldwork required.

Prerequisites: Education PSYC special field placement; 40 hours of field work required; Permission of Instructor from Education Office.

Attendance: Required

Class Format:

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: Short papers

Evaluation:
Course Content: Field placement in a local agency for 120 hours (for 4 credits). Hands-on experience of applying psychology to the "real world"

Prerequisites: Permission of Instructor, Open to Juniors and Seniors PSYC majors only

Attendance: Required

Class Format: Field Placement at an Agency

Laboratory/Field Experience: Field


Paper/Projects: Two papers: one on the agency, the other relating the field placement to your PSYC courses; learning contract and process journal, attendance and participation

Evaluation: Learning contract with objectives; supervisor evaluations; meetings with me; two papers; process journal.
Course Content: Off-campus learning experience at a local agency, supplemented with relevant readings and discussions. Possible placements include nursing homes, schools, hospitals, and various other agencies where psychologists frequently work. Course requirements, guidelines, and a partial list of placement sites are available on-line at: www.stockton.edu/~burdickd/intsteps.htm

Prerequisites: Permission of Instructor (POI); Open to Juniors and Seniors only

Attendance: Required regular schedule at placement plus weekly participation in a WebCaucus computer conference with other interns.

Class Format: Off-campus work-tasks at a local agency, plus weekly participation in computer conference.

Laboratory/Field Experience: 8-12 hours weekly for 15 weeks (total of at least 120 hours) at designated agency.


Paper/Projects: Required 12-15 page typed paper to tie library research and literature review to the specific field experience. Students also must participate in caucus computer conference where they will keep a log or diary which reflects upon the field placement and communicate with other field placement experience students.

Evaluation: Field Supervisor evaluation 25%; Book Reviews 25%; Caucus Participation & diary25%; Term paper 25%
Special Project Request Form Required, from any PSYC faculty

Objectives: Student initiated, faculty supervised, research project to be presented to the PSYC Faculty at the end of the semester in partial fulfillment of the requirements for program distinction in Psychology.

Course Content: Varies

Prerequisites: PSYC SENIORS ONLY, 3.25 or better GPA in completed PSYC courses. Permission of Instructor, required.

Attendance: Regular in person or Caucus contact

Class Format: Directed research

Laboratory/Field Experience: Students conduct a complete research project form start (generating hypothesis, review of literature) to finish (data analysis, interpretation and final report writing).

Readings: NA

Paper/Projects: Research Prospectus due 1 week prior to end of semester which precedes that in which project is proposed. Periodic progress reports, final report (carefully following APA style) due at least one full week before end of term.

Evaluation: Grade is determined by faculty sponsor of project. Acceptability of project for program distinction is determined by the Psychology Faculty.