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

Prerequisites:

Attendance: Required

Class Format: Lecture/discussion

Laboratory/Field Experience:

Readings: TBA

Paper/Projects:

Evaluation: 3 Exams; 4 Short Reflective Papers (2 pages); Participation
Objectives & Course Content: Students will gain knowledge about the diverse field of psychology that will assist them in their lives and careers and which serve as a foundation for the further study of psychology.

A broad survey of the multidimensional field of Psychology. To include: Human Growth and Development, Sensation and Perception, Learning, Cognitive Processes, Emotions and Motivation, Personality, Social Psychology, Psychological and Behavioral Disorders, Therapy, etc.

Prerequisites: None

Attendance: Required

Class Format: Lecture, demonstration, media, discussion.

Laboratory/Field Experience: Computer conferencing and/or internet assignments on various psychological phenomena

Readings: Kalat, J. Introduction to Psychology, 7th ed.

Paper/Projects: A few brief papers and assignments.

Evaluation: 4 Tests (Lowest grade is dropped) & Cumulative Final. All multiple choice, true-false quizzes. Computer Simulations. Short papers.
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 & Course Content: Exposure to the many human behavioral pathologies and theoretical approaches and research data to cope with them. An examination of the different perspectives for looking at psychological disorders: biological, psychoanalytic, behavioral, cognitive, humanistic, interpersonal, and existential. We will also examine some of the current knowledge about the traditional Psychological disorders such as anxiety disorders, psychoses, personality disorders, and others.

Prerequisites: PSYC 1100

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience: None


Paper/Projects: None.

Evaluation: Three multiple-choice exams.
Objectives & Course Content: Exposure to the many human behavioral pathologies and theoretical approaches and research data to cope with them. An examination of the different perspectives for looking at psychological disorders: medical, psychoanalytic, behavioral, cognitive, humanistic, and existential. We will also examine some of the current knowledge about the traditional Psychological disorders: anxiety disorders, psychoses, personality disorders, etc.

Prerequisites: PSYC 1100

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
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, (3rd ED.) 2003

Paper/Projects: None

Evaluation: Three Exams
PSYC 2211-004
Abnormal Psychology
Sara Martino
TR 8:00-9:50 PM
Fall 2006

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: This course on Health Psychology will give the student an introduction to the many areas of health psychology/behavioral medicine. Theoretical approaches, research findings, and applications will be discussed.

Course Content: This course is an overview of the principles, theories and applications of HEALTH PSYCHOLOGY. We will explore how psychological, social, behavioral and cultural factors affect health and illness. We will be using basic psychological principles to understand the mind-body connection to health, how our behaviors influence well-being, how we respond to illness and pain, and how we can reduce behavioral risk factors for disease.

Prerequisites: PSYC 1100. Not open to students with credit for PSYC 3612 or GSS 2159

Attendance: Required

Class Format:

Laboratory/Field Experience: None

Supplemental readings provided by the instructor

Paper/Projects:

Evaluation:
Three exams
Final project
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 or GSS 2159

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: 5 in-class Exams
Objectives & Course Content: The course introduces elementary statistical methods for the behavioral sciences. Course content will include 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.

Prerequisites: PSYC 1100

Attendance: Mandatory

Class Format: Lecture, small group work

Laboratory/Field Experience: None

Readings: Text book, journal articles

Paper/Projects: Small group projects in class

Evaluation: In class exams, homework, and attendance.
Course Objectives & Content: This course covers descriptive statistics (averages and variability), probability, and inferential statistics (t-tests, analysis of variance, correlation and regression). It provides the statistical tools needed for the course on research methods (PSYC 3342 Experimental Psychology) and is required for all PSYC majors.

Prerequisites: PSYC 1100

Attendance: Strongly recommended

Class Format: Lectures

Laboratory/Field Experience: None

Readings: Wilson: Essential Statistics

Paper/Projects:

Evaluation: 3 exams + homework assignments
Objectives & Course Content: Study of individual and group behavior as influenced by the social environment. Study of processes including conformity, social perception, attitude change, attitude formation, prejudice, attraction, and aggression.

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

Attendance:

Class Format: Discuss Lecture/Format

Laboratory/Field Experience:

Readings: TBA

Paper/Projects:

Evaluation: 3 Exams; 4 Short Reflective Papers (2 pages); Participation
Course Content: Focuses on consistency and change in the basic processes of adult development and aging (including sensation, perception, learning, memory, intelligence and personality). Also considers themes such as widowhood and bereavement, sexuality, psychopathology, and mental health.

Prerequisites: PSYC 1100 or GERO 1100

Attendance: Required; lectures and reading do not totally overlap.

Class Format: Lecture & discussion

Laboratory/Field Experience: Not required


Paper/Projects: Short reviews of several journal articles (4-6) will be required. Group presentations.

Evaluation: 3 exams covering lectures and readings (multiple choice and short essay), journal reviews, and group presentations, each worth 1/5 of grade.
Objectives & Course Content: The interplay between psychological aspects of humans (including behavior, emotion, perception, cognition) and the natural and manufactured environments of humans.

1. To learn the theories and research findings of environmental psychology.
2. To apply the content to real life environments and experiences of your own.
3. To think about the human environment links in new ways.
4. To appreciate environments and be aware of our influence as them and their influence on us.

Prerequisites: PSYC 1100 or equivalent

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience: There are some observation projects that will be done and submitted in report format.

Readings:
Bell, et. al. Environmental Psychology.

Paper/Projects: There are project papers due

Evaluation: Quizzes, tests, papers.
Objectives & Course Content: Objectives for this course are: First, understand various research methods used in psychology. Second, develop expertise about true experimental designs. Third, carry out an experiment to the finished product of an APA styled report. Finally, sharpen oral communication skills through presenting the research modeled after a professional conference presentation.

This course concerns the methods used by people in conducting psychological research, including descriptive, correlational, quasi-experimental, and true experimental designs. The main focus of the course is on true experimentation. In this course, students will work through all steps of psychological research: Reading about previous research, coming up with research ideas, designing studies, collecting data, running statistical analyses, and writing up research results.

Prerequisites: PSYC 2241. Not open to those with credit for PSYC 2242.

Attendance: Required.

Class Format: This course is organized around lectures, discussions, and group activities.

Laboratory/Field Experience: The nature of the course is such that laboratory and field experience are aplenty. The best way to learn about psychological research is to conduct psychological research. Therefore, students will spend much time in the laboratory and in the field conducting experimental studies.

Readings:
Additional readings may be assigned and kept on reserve in the library.

Paper/Projects: The course project is a psychological study for students to design, carry out, and write up. Students can do this individually or as a part of a small group (not more than four people). Near the end of the course, students will orally present their research modeled after a professional conference presentation.

Evaluation: Students’ performance in the course will be evaluated based on attendance and participation, four lab reports, three exams, a research proposal, an oral presentation, and the final project paper.
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: 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

Paper/Projects:

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
PSYC 3323-003  
Developmental Psychology: Child and Adolescence.  
Mark Besen  
M 6:00-9:50 PM  
Fall 2006

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.

Prerequisite: Two PSYC courses including PSYC 1100

Attendance Policy: Required.

Class Format: Lecture, discussion, video.


Paper/Projects: In-class projects.

Method of Evaluation: 3 Exams
Objectives & Course Content: This course is intended to introduce the student to those scientific contributions that have significantly enhanced our understanding of how behaviors and information are learned. Ultimately, the student understand how the principles of learning relate to very day life and the utility of studying animal behavior to shed light on human behavior.

Prerequisites: PSYC 1100

Attendance: Attendance is required

Class Format: Lecture and Discussion

Laboratory/Field Experience: Offered as Extra Credit

Readings: TBA

Paper/Projects: One Paper about a learning theorist is required.

Evaluation: Midterm, Final Examination
Objectives & Course Content: To examine the physiological basis of the mind and behavior. Ideally, this would allow one to assess any behavior and know or hypothesize which areas of the nervous system and which chemical transmitters are involved. The basic structure and function of the nervous system will be covered, leading to sensory/perceptual systems, motor systems, language, emotion/motivation, mental illness, sleep and memory.

Prerequisites: Two Psychology Courses, including PSYC 1100

Attendance: Required

Class Format: Lecture and discussion

Laboratory/Field Experience:

Readings: Carlson. *Foundations of Physiological Psychology*

Paper/Projects:

Evaluation: Three examinations which are non-cumulative and short answer in format. Shorter quizzes may be added in between.
Objectives & Course Content: Psychological principles from the cognitive, affective, and psychomotor domains applied to learning and teaching variables.

Prerequisites: PSYC 1100; Open to Juniors and Seniors only; Forty Hours of Fieldwork Required; Permission of Instructor From Education Office – H201

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 (2 pages); Participation
Objectives & Course Content: Psychological principles from the cognitive, affective, and psychomotor domains applied to learning and teaching.

Prerequisites: Permission of Instructor, Card in EDUC Office, H-201, at registration time; PSYC 1100; 40 Hours Fieldwork Required; EDUC Students Only

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
PSYC 3392-001
Theories of Counseling
Jennifer Lyke
MWF 9:55-11:10 AM
Fall 2006

Course Objectives & Content: This course reviews the major theories underlying different approaches to counseling. Techniques used in psychodynamic, cognitive, behavioral, humanistic, and Gestalt counseling are discussed as well as other less common approaches.

Prerequisites: PSYC 1100

Attendance: Mandatory

Class Format: The class format is primarily lecture and discussion with case examples.

Laboratory/Field Experience: None

Readings: One text and supplemental reading

Paper Projects: Two papers.

Evaluation:
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. Not open to students who have taken GIS 3319: Addictions.

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: 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: GERO 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: Papers, class presentation

Evaluation: Papers, midterm and final exam, quizzes, class presentation, 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

Readings: Organizational Behavior (10th Edition), Stephen Robbin

Paper/Projects: N/A

Evaluation: 2 Tests (multiple choice) and term paper.
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: Open to Juniors and Seniors Only

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. Group presentations using Power Point and SPSS.

Evaluation: Two exams 50%; Paper/project 25%; In-class projects 25%
PSYC 3660-001
Evolution & Behavior
Elizabeth Shobe
MWF 12:45-2:00 PM
Fall 2006

Course Objectives: To introduce senior level students to comparative psychology and to encourage scientific thought about the application of principles and processes of evolution to the study of behavior.

Course Content: This course includes weekly (or almost weekly) critical papers related to the assigned book and journal article readings. The topics include, but are not limited to: explaining behavior in terms of physics and chemistry, adaptation, micro- vs. macro- evolution, effect of man’s intervention on evolutionary processes, animal cognition.

Prerequisites: PSYC 3324; Open to Juniors and Seniors only.

Attendance: Required

Class Format: Senior Seminar, Discussion

Laboratory/Field Experience: None

Readings: Several books and articles

Paper/Projects: Weekly papers

Evaluation: Grades will be based on the quality of the written essays (50%) and Discussion questions (20%), the quality and quantity of participation in Discussions and quality of leadership when you lead a discussion (30%), and The scores on any quizzes (% to be determined).
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


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

Evaluation: Progress on project, final paper, attendance & participation
Objectives: 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.

Course Content: Student or instructor initiated research on recent developments in the field of aging.

Prerequisites: Permission of Instructor; Open to Juniors and Seniors only.

Attendance: The research team will meet periodically. Weekly Computer Conferencing will be used to provide progress reports, discuss research.

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

Prerequisites: Open to Juniors and Seniors Only; 40 hours of field work required; Permission of Instructor from Education Office – H201

Attendance: Required

Class Format:

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: 4 Short papers (3-4 pages)

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.
PSYC 3900-002  
Psychology Field Placement  
David Burdick  
TBA  
Fall 2006  

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](http://www.stockton.edu/~burdickd/intsteps.htm)

Prerequisites:  Permission of Instructor (POI); Open to Juniors and Senior PSYC Majors 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 140 hours) at designated agency.

Readings:  

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 & diary  25%  
Term paper  25%
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 from any PSYC Faculty

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.