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

Class Format: College-level telecourse - includes television presentations (broadcast over Stockton Access Channel) - independent study using text, video, week-by-week study guide, lectures on web sites.

Laboratory/Field Experience: None


Paper/Projects:

Evaluation: Three Exams
Objectives & Course Content: Human Development From Puberty To 20. The Periods Usually Considered As Adolescence. Physical, Emotional, Social And Intellectual Development Will Be Investigated.

Prerequisites: PSYC 1100

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings: Will Be Assigned From Text And From Journals. There Will Be An Emphasis On Reading Research Articles On Adolescence.

Paper/Projects: There Will Be 4 Short Papers And One Final Paper.

Evaluation: There will be 4 exams covering material from lecture, text, and readings. Exams will be 60% of final grade.
PSYC 2211-201
Abnormal Psychology
Christine Ferri
TR 11:30AM -2:20 PM
Summer B 2006

Course Objectives and Content: Exposure to the range of human psychopathology including the predictors, symptoms, treatments and origins of behavioral dysfunction. Different theoretical approaches to diagnosis, causes and treatment of psychopathology will be covered. A range of disorders will be discussed including mood disorders, anxiety, psychosis, personality disorders and others.

Prerequisites: PSYC 1100

Attendance: Required

Class format: Lecture/discussion

Laboratory/field experience: None

Readings: Durand/Barlow – Essentials of Abnormal Psychology (most recent paperback edition)
Study guide to accompany Essentials of Abnormal Psychology

Paper/projects: none

Evaluation: Four multiple choice 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: 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 in-class Exams
Objectives & Course Content: Research design using experimental, correlational and observational methods. Selected research reports required. This course gives thorough coverage and experience of research methodology. Required of all PSYC majors.

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

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience: Laboratory and field experiments are a major part of the course.

Readings: TBA

Paper/Projects: Yes

Evaluation: Attendance and Participation; Exams; Research Papers
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:

Paper/Projects: None

Evaluation: Midterm and Final Exam
Course Content & Objective: This course will examine all of the developmental stages from birth through adolescence. Various theories for understanding psychosocial development will be explored. Current issues affecting development will be discussed.

Prerequisites: PSYC 1100

Attendance Policy: Required

Class Format: Lecture, Group Discussion

Text/Readings: Papalia/Olds. Human Development (9th Ed.) 2005

Paper/Projects: In-class project

Method of Evaluation: Three exams
Course Objectives & 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

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Objectives: 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.

Course Content: 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: PSYC 1100

Attendance: Required

Class Format: Lecture and discussion

Laboratory/Field Experience:

Readings: Kalat, Biological Psychology

Paper/Projects:

Evaluation: Three examinations which are non-cumulative and short answer in format.
PSYC 3391-101
Educational Psychology
Keith Williams
MTWR 6:30-9:30 PM
Summer A 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; POI Card Required from EDUC office H201

Attendance:

Class Format: Lecture/discussion

Laboratory/Field Experience:

Readings: TBA

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

Evaluation: 3 Exams; 4 Short Reflective Journals (1-2 pages); 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: Required

Class format: Lecture/Discussion

Laboratory/field experience: N/A

Readings: TBD

Paper/projects: None

Evaluation: 2 Exams
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: 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.

Evaluation: Two exams 50%; Paper/project 25%; In-class projects 25%
PSYC 3754-201
Research on Aging
David Burdick
TBA
Summer B 2006
Cross-Listed with GERO 3754, (W2)

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: GERO 1100
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.
PSYC 3890-101
Educational Psychology Field Placement
Keith Williams
TBA
Summer A 2006

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

Prerequisites: Permission of Instructor (in EDUC office, H-201); 40 hours of field work required; for Education students with 3 Educational PSYC Credits.

Attendance:

Class Format:

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: Short papers

Evaluation:
PSYC 3900-201
Psychology Field Placement
David Burdick
TBA
Summer B 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.html

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.

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%