

# Psychology

◆ *University of New Hampshire* ◆

October, 2011

REGISTRATION FOR Spring 2012

\* Spring 2012 schedule available on-line **October 19!** Check frequently for changes.  
[www.unh.edu/registrar/timeroom/timeandroom](http://www.unh.edu/registrar/timeroom/timeandroom)

See your advisor BEFORE your window opens:

<b>Seniors (90+ crs) windows begin:</b>	<b>November 21</b>
<b>Juniors (58-89 crs) windows begin:</b>	<b>November 28</b>
<b>Sophomores (26-57 crs) windows begin:</b>	<b>December 6</b>
<b>Freshmen (0-25 crs) windows begin:</b>	<b>December 1</b>

*The ONLY way to secure your seniority is to register WHEN your window opens.*

 **REGISTRATION INSTRUCTIONS**.....

## **FIRST YEAR STUDENTS (Provisional) PSYCHOLOGY MAJORS:**

Contact the Advising Center, Hood House, 862-2064 for a registration appointment ASAP!

See this site before your appointment: <http://unh.edu/uacc/prepare.html>

Confirmed **PSYCHOLOGY MAJORS** follow these steps:

1. Sign up for an appointment with your advisor **before your window opens.**

**Juniors & non-graduating Seniors:** We have set aside October 31- November 18 for junior/senior advising; sign-up on advisors' doors or come during their office hours, which are posted in Conant 113 and are on-line at: [Psychology office hours](#)

**Sophomores:** Registration appointments begin October 31. You will be meeting with Susan Moore. Sign up in person in Conant 113. Do not call or email for an appointment.

2. Review the Time and Room Schedule and make tentative course selections to show your advisor. Bring your course selections to your advisor meeting

3. After your advisor signs your registration worksheet, bring it to the Psychology Office, Conant 113, for your RAC number and your registration time slot.

**CAUTION:** Don't wait until the last day to see your advisor! Your RAC number will be given to you only if you have met with your advisor and obtained his/her signature and you **NEED** your RAC to register for courses.

# ***Spring 2012 OPPORTUNITIES FOR PSYC STUDENTS***

## ***Teaching/Research Assistant Experience for Credit***

**Teaching Assistant:** Abnormal Behavior (PSYC 561). Involves taking Independent Study for 2-4 credits in psychology depending on students' needs. Professor Ben Harris needs one or more undergraduate TA's for Psych 561 (Abnormal Behavior). Must be able to attend most class meetings T TH 11:10-12:30. Students who received an A or A- in 571 OR received an A or A- in another class taught by Professor Harris should apply. Contact: Professor Ben Harris: [bh5@unh.edu](mailto:bh5@unh.edu).

**Research Assistant:** Research on Vision: The two eyes in one's head view the world from slightly different perspectives. Hence, the images formed on the retinas of the two eyes differ from one another. The perception of depth on the basis of this image difference (retinal disparity) is stereopsis. One uses stereopsis to 'see depth' in 3D movies, MagicEye autostereograms, random-dot stereograms, etc. We will conduct experiments and review literature on stereopsis. (Credit to be arranged) Contact Professor Bill Stine: [bill.stine@unh.edu](mailto:bill.stine@unh.edu)

**Research Assistant:** Self and Interpersonal Processes Lab: Research topics are broadly focused on social psychology and include self-esteem, self-views, person-perception, and interpersonal relationships. Tasks may include running study sessions to collect data for research studies and content analysis of existing written and audiovisual data. Students should be able to devote 10-12 hours per week on research for 4 academic credits. Qualifications: 3.0 GPA minimum, responsible, and interested in research. Contact: Professor Ed Lemay: [edward.lemay@unh.edu](mailto:edward.lemay@unh.edu)

**Research Assistant:** The Laboratory for the Study and Prevention of Interpersonal Violence headed by Professor Katie Edwards will have several openings for research assistants during the Spring 2012 semester. Research topics in this Laboratory bridge the areas of social, community, and clinical psychology and focus broadly on the causes, consequences, and prevention of sexual assault and partner violence. Tasks include: assisting with participant recruitment; data collection, processing and entry; conducting literature reviews; data analyses, and research dissemination. Although not required, all undergraduate research assistants are provided the opportunity to co-author professional conference presentations, and there may be opportunities for highly motivated students to co-author a publication. Preference is given to students who can commit to multiple semesters of laboratory involvement, have a strong interest in research and/or graduate school in a related field, and demonstrated academic abilities (e.g., 3.0 GPA or higher). Contact Professor Katie Edwards for more information. ([Katie.Edwards@unh.edu](mailto:Katie.Edwards@unh.edu)).

**Research Assistant:** Wanted to help with studies of interpersonal violence. Students can receive Psychology 795 independent study credit for work. Responsibilities will include assisting with data collection and data management. Interested students should contact Professor Vicki Banyard at [victoria.banyard@unh.edu](mailto:victoria.banyard@unh.edu)

**Teaching Assistant:** Psychology 791 Psychology and Race. Tasks include data management and library tasks including retrieving films from media services. [woodward@unh.edu](mailto:woodward@unh.edu)

**Research Assistant:** History and theory of psychology. Topics may include biography, psychological theories, Gestalt/humanistic psychology, and cultural psychology, LGBTQ psychology, feminist psychology, or environmental psychology. [woodward@unh.edu](mailto:woodward@unh.edu)

### **Get practical experience for academic credit: Psychology 793 - Internship**

You cannot register for this course directly. **You must secure a placement site and submit a learning agreement the Psychology Office to apply for a seat in this course.** The deadline for learning agreements to be turned in to the Psychology office is **November 16 at 3pm**. For information look at the Internship Manual and Internship placement site list on the Psychology department's website (look under undergraduate program/Internship): [www.unh.edu/psychology](http://www.unh.edu/psychology). Registration in Psychology 793 is limited to juniors and seniors. **Psychology 762-Counseling is a pre- or co-requisite course.** Students who take **Internship** are guaranteed a seat in Psychology - 762 Counseling. Psychology 793 may be taken for 4-8 credits depending on number of hours at your placement site. If you have any questions, please contact Susan Moore at [susan.moore@unh.edu](mailto:susan.moore@unh.edu).

## **B.S. degree program in Neuroscience and Behavior co-sponsored by the Colleges of Liberal Arts and Life Science and Agriculture!**

The Neuroscience and Behavior major offers a program of study in disciplines important to understanding brain function. This is an intercollege major that brings together topics in neurobiology (anatomy, physiology, neurochemistry, genetics) with elements of psychology and cognitive science.

<http://www.unh.edu/psychology/index.cfm?id=6F31ADE7-B4C7-4D89-DD38C462487824F9>

***JANUARY 2012 TERM AT UNH: CHECK IT OUT! Registration has begun.***

<http://www.unh.edu/januaryterm/>

**STUDYING ABROAD OR AWAY?** Make sure you meet with your advisor and/or Susan Moore to determine courses that could be applied towards your Psychology requirements prior to studying abroad/away. More information on study abroad is at <http://www.unh.edu/cie/> and on student away is at <http://www.unh.edu/nse/>

***WHAT IS PSI CHI?*** Psi Chi is the National Honor Society in Psychology. \$45.00 lifetime national membership dues. Apply in the Psychology Office, Conant 113 by November 18 at 3pm. To apply:  
1. At least 48 total credits. 2. Completion of three or more Psychology courses. 3. Minimum GPA and Psychology GPA of 3.00.

### **Get paid for your research through UROP:**

**IROP AWARDS:** Conduct a research project in Psychology in a foreign country, earn a stipend, and have your housing and travel paid by IROP. Check the UROP web for deadlines. <http://www.unh.edu/urop>.

**SURF AWARDS:** UROP's Summer Undergraduate Research Fellowships (SURF) includes a stipend for 10 weeks of full-time, summer research. You can also apply for funding for research expenses.

Undergraduate Research Awards and Research Presentation Grants are also available. Read all about it:

<http://www.unh.edu/urop>.

### **TUTORS WANTED:**

The Center for Academic Resources (CFAR) is currently looking for PSYC 402: Psych Stats tutors for this semester (the position will continue on to spring semester as well). Work-study funding NOT required to apply. Good experience! Interested students can contact Allison Casey at [alb66@wildcats.unh.edu](mailto:alb66@wildcats.unh.edu) or Christine Zaines, the Tutorial Coordinator, at [christine.zaines@unh.edu](mailto:christine.zaines@unh.edu).

### **Is there life after the B.A. for psychology majors?**

Trying to avoid thinking about your career after college? Debating on whether or not you have what it takes to go to graduate school? Get help and answers to your burning questions at a very student-friendly web site: [www.psywww.com](http://www.psywww.com). See Marky Lloyd's description of careers and graduate study in psychology and other helpful pages. <http://www.psywww.com/careers/index.htm>

### **Thinking about applying to graduate school? Wondering how to do it?**

The UNH Center for Academic Resources (CFAR) is here to help: [www.cfar.unh.edu/gre.html](http://www.cfar.unh.edu/gre.html)

- Graduate school information
- Personal statement guidance
- GRE (Graduate Record Examination) information and preparation:

## **NEED A LETTER OF RECOMMENDATION FOR GRADUATE SCHOOL?**

Ask for your letters at least three weeks before your deadline. Remember, faculty have many other responsibilities and good letters take time!

**Is law school in your future?** Law schools want students of all majors and backgrounds. If you think a legal education is for you, start by visiting the UNH Prelaw Website at <http://www.unh.edu/prelaw-advising/>. We can demystify the LSAT and the law school application/admissions process. And, of course you should: Get to know your faculty, take challenging courses, and get involved. For more info, contact Paula DiNardo, UNH Prelaw Advisor, Hood House room 106, [prelaw.advising@unh.edu](mailto:prelaw.advising@unh.edu)

**Thinking about teaching as a career?** Education 500 is required: apply online by November 4 at 4pm, Morrill Hall 206: applications at <http://www.unh.edu/education/>

## **CAREER PLANNING**

The **University Advising and Career Center** provides a variety of services to help with your career planning goals. Whether you are exploring your career options, creating your resume for the first time, looking for a job or an internship, applying to graduate school, polishing up a cover letter, or preparing for an interview, the UACC can help you! They are an invaluable resource and it is worth taking advantage of all of their services. Want to know more about what the UNH Advising and Career Center can do for you? Check out these services at: [www.unh.edu/uacc](http://www.unh.edu/uacc).

THE UACC Career Center has created several brief videos on career topics, including Resume Writing, Finding an Internship, and Interview Tips for posting with your Blackboard course materials. These videos, as well as other career resources, may be found at <https://www.wildcatcareers.unh.edu/Documents/>

Students may search for internships and jobs by registering at UNH Wildcat Careers at <https://www.wildcatcareers.unh.edu/>. Students may also schedule a career appointment online through Timecat: <https://www.unh.edu/timecat/index.cfm?iid=A76B9E67-C35C-A7A1-3E295A2816636EFB>.

**Resume Walk-In Hours:** Monday-Thursday from 12-2pm, Hood House, Room 11. Tuesdays from 12:30-1:30pm, OMAS (Office of Multicultural Student Affairs)

Want to know more about what the UNH Advising and Career Center can do for you? Check out these services at: [www.unh.edu/uacc](http://www.unh.edu/uacc).

[Career Mentor Network](#)

[Careers and Disabilities](#)

[Diversity Network Program](#)

[Diversity Resources](#)

[Wildcat careers](#)

[Graduate School Advising](#)

[Interest Assessments](#)

**More registration news below: See Psychology 700-level course descriptions written by individual instructors.....**

## Spring 2012

## Psychology 700-level Course Descriptions

### Group I or Group II

**Psyc 705-Tests and Measurement** (John Mayer) Mental life (and personality, in particular) is often interior, hidden, and invisible. So how do you measure it? The objective of this course is to introduce the philosophy and procedures of psychological measurement and to examine some common tests and measures such as the SAT, the Big Five Inventory, selected intelligence tests, and the MMPI. Test construction, including the assumptions and methods of classical psychometric s -- a branch of statistics focused on measurement -- are examined. The mathematical background required is the basic course in statistics. Prerequisites: PSYC 402; 502; or permission.

### Group I (710-741)

**Psyc 712-Psychology of Language** (John Limber) The use, development, and evolution of human language through a series of case studies and other readings. Topics may include aphasia syndromes, autism, bilingualism, implications of surgical procedures (removing an entire cerebral hemisphere or severing the corpus callosum), hearing loss and sign language, isolation and "wild child" syndrome, dyslexia, language "genes" and specific language impairment, Williams syndrome, and efforts to use human language with non-humans. Prereq: Psyc 402; 502; 513, or permission. WI.

**Psyc 713-Psychology of Consciousness** (Kelly Peracchi) Introduction to theory and research on both normal and altered states of consciousness, primarily from a cognitive psychology viewpoint. Topics may include brain systems and consciousness, cognitive psychology and consciousness, introspection, sleep and dreaming, hypnosis, and consciousness altering drugs. Prereq: Psyc 402; 502; 513; or permission. WI.

**Psyc 720-Animal Cognition** (Brett Gibson) Do animals use language or have a culture? Can birds count? Do animals use tools and understand how they function? How do ants navigate in their environment to find food and then return to their nest? How animals perceive, attend to, process, store, and represent information from their environment. Research on animal learning and behavior as a framework for investigating cognitive processes in animal learning. Quantitative versus qualitative nature of differences between people and non-human animals. Multidisciplinary approach including the fields of anthropology, physiology, philosophy, and biology. Prereq: Psyc 402; 502; 513 or 521; or permission. WI.

**Psyc 722-Behaviorism, Culture, and Contemporary Society** (Mark Henn) Introduction to behaviorism as a philosophy of science, concentrating on modern behaviorism, especially the Radical Behaviorism of B.F. Skinner. Application of behaviorism to modern problems and issues (e.g. war, overpopulation, pollution, crime & punishment). Implications of behaviorism for the development of culture & civilization. Prerequisites: Psyc 402; 502; 521; or permission. No credit for students who have completed Psyc 522. WI.

**Psyc 733-Drugs and Behavior** (Robert Mair) Drugs and Behavior is an introduction to the field of neuropsychopharmacology: the study of how drugs act on the brain to alter mood, thought processes, or behavior. We will consider the use and abuse of drugs in terms of their actions in the brain, their effects on behavior, and the social context of their consumption. The first part of the course will focus on basic aspects of neurochemistry, principles of drug action, addiction, and behavioral measures used to characterize the effects of drugs. After this we will cover stimulants and depressants, opioids, drugs with hallucinogenic and psychedelic properties, and drugs used to treat mood disorders, anxiety, and schizophrenia. This is an advanced course in the biopsychology track. Students should have completed Psychobiology (Psyc 531) or obtained permission from the instructor to take this course. Prereq: Psyc 402; 502; 531, or permission. WI.

**Psyc 735- Neurobiology of Mood Disorders** (Rob Drugan) The principles of pharmacology, animal models and clinical design. The neurobiology/neurochemistry of various disorders in the field of biological psychiatry including: aggression, anxiety, panic disorder, obsessive-compulsive disorder, unipolar depression, bipolar disorder, schizophrenia, and post-traumatic stress disorder (PTSD). For each of the syndromes we will evaluate preclinical (animal model) and clinical (human data). The effectiveness of behavioral and pharmacological therapy. Prerequisites: Psyc 402; 502; 531; or permission. WI. 4cr.

**736- Attention Disorders** (Jill McGaughy) Attention encompasses several cognitive functions including, but not limited to, the ability to select relevant from irrelevant stimuli, to maintain goal-directed behavior over time, and to process multiple streams of information at once. This course will explore how the normal brain "attends", and the consequences of dysfunction in neurochemical systems hypothesized to mediate these abilities including dementia, attention-deficit hyperactivity disorder (ADHD) and schizophrenia. Prereq: Psyc 402; 502; 531; or permission. WI. 4cr.

### Group II (758-793)

**758-Health Psychology** (Richard Kushner) This course will encourage students to take responsibility for their health. Take responsibility for your feelings, your relationships, your diet, your level of physical activity, your drug-taking behavior, and your social environment. All these factors are within your power to control, change, or accept, depending upon what you want out of life. Take-home exams, journal writing, and a presentation are the primary evaluative tools. Prerequisites: Psyc 402; 502; or permission. WI.

**Psychology 758- Health Psychology** (Rebecca Warner) This course examines psychological and social factors related to physical health and illness. Three questions are considered. First: how do personality, social support, and behaviors influence risk of disease? Second, how do psychological factors such as communication quality and the practitioner-patient relationship influence the treatment process? Third, what impact can disease have on identity and quality of life? Prerequisites: 402; 502; or permission. WI

**Psyc 762-Counseling** (Joan Glutting) This class explores the roots of psychotherapy and many of the currently used psychotherapy methodologies including but not limited to psychodynamic, behavioral, cognitive-behavioral, client-centered and family systems approaches. Contemporary issues in the practice of psychotherapy will also be discussed. Developing the ability to critically examine the basis for ethical and sound psychotherapy practice will also be emphasized. Psyc majors only; PSYC 402; 502; 553 or 561; or permission. WI.

**Psyc 762-Counseling** (Robert Eckstein) This class explores the basic tenants of the counseling/psychotherapeutic relationship. Three major counseling frameworks are covered: Client-Centered (Humanistic), Cognitive-Behavioral, and Interpersonal Process. Students will learn all of these frameworks from a theoretical viewpoint as well as learning the practical application of each, through in-class role-playing. Prerequisites: Psyc Majors only; PSYC 402; 502; 553 or 561; or permission. WI.

**Psyc 762- Counseling** (Katie Edwards) This course provides an introduction to the work of counseling and clinical psychologists including an overview of the underlying philosophies and orientations of the scientist practitioner, assessment methods, intervention methods, professional issues, and various career paths. A primary focus of the course will be on specific psychotherapeutic interventions, including but not limited to psychodynamic, client-centered, existential, behavioral, cognitive-behavioral, family systems, and integrative approaches. The structure of the course will include lectures, small group discussions and activities, student facilitated discussions and presentations, guest speakers, multimedia presentations, role plays, in-class and out-of-class writing assignments, and outside readings. Prereq: 402; 502; 553 or 561; or permission. WI

**Psyc 775: Madness in America** (Ben Harris) This course will examine how popular and professional concepts of mental illness have changed in America. We will read the writings of former psychiatric patients as well as that of therapists, researchers, social critics, and historians of psychology and psychiatry. We will also study motion pictures, documentaries, novels, autobiographies, and biographies for their expression of cultural values, public attitudes, and popular views of mental health and illness. We will look at the impact of WWI and WWII on how people thought about madness and how it was treated. One event from the 1960s that we will study is the removal of homosexuality from the diagnostic manual of the American Psychiatric Association. Another is the rise and fall of the lobotomy (in the 1940s and 1950s). Throughout the 20th century, we consider the question: have women been stigmatized by psychiatrists and psychologists? The overall goal in the course is for students to see how psychiatric and psychological theories are shaped by historical events as well as scientific and medical research. WI

**Psyc 783-Cognitive Development** (Carolyn Mebert) This course will focus on sex and cultural differences in cognitive development. Emphases will be placed on the role of parents, teachers and other socializing agents. Prereq: Psyc 402; 502; 581; or FS 525. WI.

**Psyc 785-Social Development** (Michelle Leichtman) This course focuses on theoretical, empirical and applied issues in social development with an emphasis on infancy and childhood. For example, topics include the development of emotion, social referencing, love and attachment, social attributions and reasoning, friendship, temperament, personality, cross-cultural differences, context effects and social influences on memory and learning. The course is Writing Intensive and will include child observations. Prerequisites: Psyc 402; 502; 581; or permission. WI.

**Psyc 791-Attraction and Close Relationships** (Edward Lemay) Examines social psychological theory and research on interpersonal attraction and close relationships. Main topics include a) the factors that cause people to be more or less attracted to others; b) the factors and processes that contribute to relationship quality and persistence in ongoing relationships; c) the factors and processes that undermine close relationships; and d) the effects of relationships on individual functioning. Prerequisites: PSYC 402, 502, and 552; or permission

**Psyc 791: Culture and Human Development** (Pablo Chavajay) "Culture"-an essential concept that is often disregarded, much debated, or often misunderstood in many arenas. Yet, culture has wide-ranging implications in our everyday life-socially, politically, emotionally, and cognitively. This course is designed to examine the critical roles culture plays in understanding various psychological phenomena. Drawing on research in communities throughout the world, it considers how cultural values, beliefs, and goals of development shape everyday life. Prereq: Psyc 402; 502; or permission. WI.

**Psyc 791: Psychology of Happiness** (Rebecca Warner) This course focuses on questions in Positive Psychology, such as: How is happiness influenced by genetic factors and family background, and also by attitudes and behaviors of individuals? What can people do to improve their happiness and life satisfaction? How can we measure happiness and subjective well being? Students will read and discuss journal articles that describe empirical research, and also do experiential exercises and write first person reaction papers describing the effects of these experiences on their happiness and subjective well being. Prereq: Psyc 402; 502. WI.

**Psyc 791: Psychology and Race: Historical Perspectives** (William Woodward): "Psychology and race" is a rapidly expanding area in the history of psychology encompassing the cultural contexts of psychological thought. We explore how ethnic minorities entered into U.S. psychology, Jewish influences on cultural psychology in Russia, shame/guilt in Japanese psychology, an Afrocentric psychologist activist, and much more. Discussion-based course, experiential activities book, international films, quizzes, no final, and racial autobiography or research paper. Easy to keep up and do well. WI

**Psyc 793-Internship** (Joan Glutting) Supervised work experience in a health or social service agency in addition to academic study of important skills and issues in the field of applied psychology. The course may be taken for 4-8 credit hours. Includes a weekly three-hour seminar and various academic reading/writing assignments. Providing a forum for discussing ethical issues and topics related to the internship experience, the seminar emphasizes collegial/peer support. It is also a place to develop critical thinking skills about key issues in the field of human services, and to explore and consider career paths involving applied psychology. Prerequisites for the course include: psychology major, suitable internship placement, instructor's permission, and tentative learning agreement, as well as: PSYC 402; 502; 561; and 762 as a pre or co-requisite.