The Psychological Sciences

Psychology is the study of the relationships among mental processes, brain systems, and behavior. Because these are complex subjects, psychology has many subdivisions and areas of specialization. Students graduating with an undergraduate degree in psychology from Rutgers have many different aspirations and career paths. Thus, our curriculum allows students flexibility in choosing the trajectory and intensity of the psychological training they will receive. Our aim is two-fold, first to prepare students for graduate professional training in behavioral neuroscience, cognitive, social, or clinical psychology or closely related disciplines, and secondly to equip all of our students with the basic concepts and skills in psychology to match the ever-changing demands of our fast-paced world. To accomplish both goals students are required to master a common base of knowledge, concepts, and skills prior to graduation. In addition, students learn to design research, to use quantitative analyses, to employ higher-order cognitive skills, and to practice the application of psychological concepts to areas outside the classroom both professionally and for civic engagement.

The Department of Psychology

With about 50 full-time faculty members, the Department of Psychology is able to offer students a broad selection of core and specialty courses as well as opportunities for research, independent study, internships, and fieldwork. We are the largest undergraduate program within the Rutgers University School of Arts and Sciences (SAS). The research-active faculty, who publish in all areas of applied and basic research in psychology, is nationally recognized. Support for research comes from the National Institutes of Mental Health, the National Science Foundation, and other public and private foundations. Our offices and laboratories are located in Tillett Hall (Livingston campus) and the Psychology Building (Busch campus).

The Major in Psychology

The major in Psychology consists of General Psychology, Quantitative Methods, a laboratory course, one course in each of the 4 core areas (Behavioral Systems Neuroscience, Clinical, Cognitive, and Social), 6 psychology electives, and one 400-level advanced course (41 credits total). We offer more than 30 advanced elective courses, including specialty seminars, covering virtually every area of psychology.

The Minor in Psychology

The minor in psychology consists of General Psychology and 5 psychology electives. (18 credits total)

The Minor in Developmental Psychology

The minor Developmental Psychology consists of General Psychology, Principles of Developmental Psychology, and 4 courses from the Developmental Psychology minor electives list (18 credits total).

The Honors Major in Psychology

Students with excellent academic records may plan and conduct their own research project with a faculty member as part of the Honors Major in Psychology. This track requires 47 credits of work in psychology, including 6 credits of honors research and a 3-credit honors seminar course that fulfills the major’s 400 level requirement. The project culminates in a thesis and poster that is presented at the annual Honors Poster Session to which parents, family members, and the academic community are invited. Students receive awards for the best research proposals and projects as well as earn the BA with Honors in Psychology on their transcripts. Additionally, students often have the opportunity to present their work at national meetings and to publish their work in professional journals. Completing the Honors Major enhances a student’s prospects for acceptance into graduate school for psychology and related sciences or for other fields such as law, business, medicine, and social work.

Psychology majors with high grade-point averages may be elected to Psi Chi, the International Honor Society in Psychology, and may be eligible for special research programs, awards, and graduation honors.

Opportunities for Independent Work

Students may choose independent study, in the form of a laboratory apprenticeship or a reading course, in which a student and faculty member collaborate on research or an in-depth study of specialized topics.

The department arranges meaningful work experiences for students. Undergraduates currently work in schools, adult mental health centers, at programs associated with the Division of Youth and Family Services, and with foster children in their homes. Fieldwork in Psychology courses provide students with the opportunity to work with preschoolers or with autistic children and adults. For internships in Applied, School and Community Psychology, students participate in supervised work at prevention units, advocacy and self-help organizations, inpatient psychiatric facilities, and public schools.

These opportunities help students clarify career interests and enhance their credentials for graduate training. Many of our majors go on to earn Master’s, Ph.D., and Psy.D. degrees in psychology.

For Further Information:

Prof. Judith Hudson, Undergraduate Vice Chair, Department of Psychology – Tillett Hall 425, 53 Avenue E, Piscataway, NJ 08854-8040, (848) 445-4036.
Prof. Linnea Dickson, Undergraduate Associate Vice Chair, Department of Psychology – Tillett Hall, Rm. 101, 53 Avenue E, Piscataway, NJ 08854-8040, (848) 445-4036.

Prof. David Wilder, Director of Advising, Department of Psychology, Advising Office: Tillett Hall, Rm. 231, 53 Avenue E, Piscataway, NJ 08854-8040, (848) 445-4036

Visit our web site at http://psych.rutgers.edu/undergraduate or e-mail your questions to advisor@psych.rutgers.edu
# Psychology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>830:101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>830:123</td>
<td>Social Beliefs: Causes and Consequences</td>
</tr>
<tr>
<td>830:200</td>
<td>Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>830:201</td>
<td>Principle &amp; Issues in Psychological Science</td>
</tr>
<tr>
<td>830:210</td>
<td>Behavioral Data Analysis</td>
</tr>
<tr>
<td>830:220</td>
<td>Psycho Themes &amp; Theories in Film</td>
</tr>
<tr>
<td>830:250</td>
<td>Psychology of Art</td>
</tr>
<tr>
<td>830:271</td>
<td>Principles of Developmental Psychology</td>
</tr>
<tr>
<td>830:301</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>830:302</td>
<td>Sensation and Perception Lab</td>
</tr>
<tr>
<td>830:303</td>
<td>Memory</td>
</tr>
<tr>
<td>830:304</td>
<td>Memory Lab</td>
</tr>
<tr>
<td>830:305</td>
<td>Cognition</td>
</tr>
<tr>
<td>830:306</td>
<td>Cognition Lab</td>
</tr>
<tr>
<td>830:307</td>
<td>Perception in Cognitive Science</td>
</tr>
<tr>
<td>830:308</td>
<td>Psychosocial Foundation of Health &amp; Medicine</td>
</tr>
<tr>
<td>830:310</td>
<td>Neuropsychology</td>
</tr>
<tr>
<td>830:311</td>
<td>Learning Processes</td>
</tr>
<tr>
<td>830:312</td>
<td>Learning Processes Lab</td>
</tr>
<tr>
<td>830:313</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>830:314</td>
<td>Physiological Psychology Lab</td>
</tr>
<tr>
<td>830:315</td>
<td>Comparative Psychology</td>
</tr>
<tr>
<td>830:316</td>
<td>Comparative Psychology Lab</td>
</tr>
<tr>
<td>820:320</td>
<td>Forensic Psychology</td>
</tr>
<tr>
<td>830:321</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>830:323</td>
<td>Research Methods in Social Psychology</td>
</tr>
<tr>
<td>830:325</td>
<td>The Religious Mind</td>
</tr>
<tr>
<td>830:326</td>
<td>Small Groups</td>
</tr>
<tr>
<td>830:327</td>
<td>Small Groups Lab</td>
</tr>
<tr>
<td>830:331</td>
<td>Infant and Child Development</td>
</tr>
<tr>
<td>830:332</td>
<td>Infant and Child Development Lab</td>
</tr>
<tr>
<td>830:333</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>830:335</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>830:338</td>
<td>Personality Psychology</td>
</tr>
<tr>
<td>830:340</td>
<td>Abnormal Psychology Lab</td>
</tr>
<tr>
<td>830:342</td>
<td>Research in Personality</td>
</tr>
<tr>
<td>830:343</td>
<td>Research in Personality Lab</td>
</tr>
<tr>
<td>830:346</td>
<td>Atypical Development in Childhood &amp; Adolescence</td>
</tr>
<tr>
<td>830:348</td>
<td>Psychological Tests and Measurements</td>
</tr>
<tr>
<td>830:349</td>
<td>Psychological Tests &amp; Measurements Lab</td>
</tr>
<tr>
<td>830:351</td>
<td>Psychology of Language</td>
</tr>
<tr>
<td>830:352</td>
<td>Psychology of Language Lab</td>
</tr>
<tr>
<td>830:355</td>
<td>Research Methods in Psychology</td>
</tr>
<tr>
<td>830:356</td>
<td>Research Methods in Psychology Lab</td>
</tr>
<tr>
<td>830:358</td>
<td>Exploring Science of Perception &amp; Cognition</td>
</tr>
<tr>
<td>830:360</td>
<td>Drugs and Human Behavior</td>
</tr>
<tr>
<td>830:361</td>
<td>Developmental Psychobiology</td>
</tr>
<tr>
<td>830:362</td>
<td>Psychology of Sex and Gender</td>
</tr>
<tr>
<td>830:364</td>
<td>Motivation and Emotion</td>
</tr>
<tr>
<td>830:371</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>830:372</td>
<td>Psychological Approach to Social Problems</td>
</tr>
<tr>
<td>830:373</td>
<td>Organizational and Personnel Psychology</td>
</tr>
<tr>
<td>830:375</td>
<td>Prejudice and Conflict</td>
</tr>
<tr>
<td>830:377</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>830:380/381</td>
<td>Field Work: Foster Care I/II</td>
</tr>
<tr>
<td>830:382</td>
<td>Field Work: Autism I</td>
</tr>
<tr>
<td>830:383</td>
<td>Field Work: Autism II</td>
</tr>
<tr>
<td>830:388</td>
<td>Field Work: Child Development</td>
</tr>
<tr>
<td>830:389</td>
<td>Field Work: Child Development II</td>
</tr>
<tr>
<td>830:391/392</td>
<td>Research in Psychology</td>
</tr>
<tr>
<td>830:394</td>
<td>Common Psych &amp; Community Mental Health</td>
</tr>
<tr>
<td>830:398</td>
<td>CESEP/Civic Engage &amp; Serv Ed Partnership</td>
</tr>
<tr>
<td>830:400</td>
<td>Adv Statistical Methods in Psychology</td>
</tr>
<tr>
<td>830:401</td>
<td>Adv Topics in Human Cognition</td>
</tr>
<tr>
<td>830:403</td>
<td>Programming for Behavioral Scientists</td>
</tr>
<tr>
<td>830:408</td>
<td>Reason, Prob Solv &amp; Decis Making</td>
</tr>
<tr>
<td>830:410</td>
<td>Advanced Topics in Psychobiology</td>
</tr>
<tr>
<td>830:412</td>
<td>Neuropsychopharmacology</td>
</tr>
<tr>
<td>830:413</td>
<td>Neuropsychopharmacology Lab</td>
</tr>
<tr>
<td>830:415</td>
<td>History of Brain Science</td>
</tr>
<tr>
<td>830:421</td>
<td>Advanced Topics in Social Psych</td>
</tr>
<tr>
<td>830:425</td>
<td>Advanced Topics in Health Psych</td>
</tr>
<tr>
<td>830:431</td>
<td>Adv Topics in Developmental Psych</td>
</tr>
<tr>
<td>830:441</td>
<td>Adv Topics in Personality Psych</td>
</tr>
<tr>
<td>830:450</td>
<td>Therapeutic Relationships in Clinical Practice</td>
</tr>
<tr>
<td>830:451</td>
<td>Adv Top in Clinical &amp; Abnormal Psych</td>
</tr>
<tr>
<td>830:453</td>
<td>Systems of Psychotherapy</td>
</tr>
<tr>
<td>830:455</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>830:463</td>
<td>Behavioral Pharmacology</td>
</tr>
<tr>
<td>830:470</td>
<td>History of Psychology</td>
</tr>
<tr>
<td>830:480</td>
<td>Adv Topics in Visual Perception</td>
</tr>
<tr>
<td>830:484</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>830:490</td>
<td>Honors Research Seminar</td>
</tr>
<tr>
<td>830:493</td>
<td>Internship in Applied &amp; Community Psych</td>
</tr>
<tr>
<td>830:494</td>
<td>Intern Seminar in Appl &amp; Comm Psych</td>
</tr>
<tr>
<td>830:495/496</td>
<td>Advanced Research in Psych</td>
</tr>
<tr>
<td>830:497/498</td>
<td>Honors Research in Psychology</td>
</tr>
</tbody>
</table>

---

**Department of Psychology**

**School of Arts and Sciences**

**Rutgers University**

**New Brunswick NJ**

---

**Our Faculty Members**

- **John R. Aiello**, Ph.D., Michigan State University
- **Cordelia Alcock**, Ph.D., Rutgers University
- **Kasia Biesczad**, Ph.D., UC Irvine
- **Keiko Brynildsen**, Ph.D., UC Riverside
- **David Barker**, Ph.D., Rutgers University
- **Sarah Carton**, Ph.D., NYU
- **Shana Cole**, Ph.D., NYU
- **Richard Condrada**, Ph.D., CUNY
- **Linnea R. Dickson**, Ph.D., Rutgers University
- **Maurice Elias**, Ph.D., Connecticut College
- **Samantha Farris**, Ph.D., Houston
- **Jacob Feldman**, Ph.D., MIT
- **Rob Foels**, Ph.D., Syracuse University
- **Marina Gelfand**, Ph.D., Catholic University
- **Arnold L. Glass**, Ph.D., Stanford University
- **Pernille Hammer**, Ph.D., UC Irvine
- **Lori Hoggard**, Ph.D., Michigan State University
- **Judith A. Hudson**, Ph.D., CUNY
- **Margaret Ingate**, Ph.D., Rutgers University
- **Lee Jussim**, Ph.D., Michigan State University
- **Robert A. Karlin**, Ph.D., Rutgers University
- **Stephen Kilian**, Ph.D., Rutgers University
- **Evan Kleiman**, Ph.D., George Mason University
- **Dave Kleinschmidt**, Ph.D., Rochester University
- **Eileen Kowler**, Ph.D., Stanford University
- **Alexander Kusnecov**, Ph.D., Newcastle University, Australia
- **John M. Leslie**, Ph.D., Oxford University
- **Teresa Leyro**, Ph.D., Vermont State University
- **Louis D. Matzel**, Ph.D., SUNY Binghamton
- **Estelle M. Mayhew**, Ph.D., Rutgers University
- **John P. McGann**, Ph.D., Yale University
- **Melchi M. Michel**, Ph.D., Rochester University
- **Julien Musolino**, Ph.D., Maryland State University
- **Mimi Phan**, Ph.D., UC Davis
- **Laurie A. Rudman**, Ph.D., Minnesota State University
- **Benjamin Samuels**, Ph.D., Harvard University
- **Diana T. Sanchez**, Ph.D., Michigan State University
- **Edward A. Selby**, Ph.D., Florida State University
- **Tracey J. Shors**, Ph.D., UC San Diego
- **Manish Singh**, Ph.D., UC Irvine
- **Lya Stein**, Ph.D., Rutgers University
- **Karim Stromswold**, Ph.D., MIT; MD Harvard University
- **Arthur Tomie**, Ph.D., Colorado State University
- **Elizabeth Torres**, Ph.D., UC San Diego
- **David Vicario**, Ph.D., Rockefeller University
- **George C. Wagner**, Ph.D., Chicago University
- **Mark O. West**, Ph.D., Wake Forest Medical School
- **David Wilder**, Ph.D., Wisconsin State University
- **G. Terence Wilson**, Ph.D., SUNY Stony Brook
- **Robert L. Woolfolk**, Ph.D., Texas A&M University

---

Jan '20
Psychology Advising
Prof. David Wilder, Director of Advising
advisor@psych.rutgers.edu

Faculty Advisors:
Maurice Elias (Clinical) RUTGERSMJE@aol.com
Lou Matzel (Beh & Sys Neu) matzel@psych.rutgers.edu
Julien Musolino (Cognitive) julienm@ruccs.rutgers.edu
David Wilder (Social) advisor@psych.rutgers.edu

Bonita Griffith, Undergrad Counselor bhg@psych.rutgers.edu

advising walk-in hours available on our advising website:
https://psych.rutgers.edu/academics/undergraduate/advising

Major in Psychology
The major in psychology consists of General Psychology, Quantitative Methods, a laboratory course, one course in each of the 4 core areas (Behavioral and Systems Neuroscience, Clinical, Cognitive, and Social), 6 psychology electives, and one 400-level advanced course. Approximately 41 credits in psychology will be required to complete the major.

The department offers more than 30 advanced elective courses, including specialty seminars, covering virtually every area of psychology.

The Minor in Psychology
The minor in psychology consists of 18 credits, General Psychology (830:101) and 5 additional 3-credit psychology elective courses.

The Minor in Developmental Psychology
The minor in Developmental Psychology consists of 18 credits, General Psychology, Principles of Developmental Psychology, and 4 courses from the Developmental Psychology minor electives list. (The minor in developmental psychology falls under 835 subject code)

Honors in Psychology, 830:497-498
Students who maintain an excellent academic record of a cumulative grade-point average of at least 3.4 in all psychology (830 subject index) courses and an overall grade-point average of 3.0 or higher may wish to pursue the Honors Major in Psychology. An honors proposal is jointly prepared by the student and the student's sponsor and submitted to Chair of the Honors Committee fall semester of the student’s senior year. This track requires 47 credits of work in psychology, which includes (01:830:497-498) taken during each of the final two semesters and a special 3-credit Honors Research Seminar in Psychology (01:830:490) normally completed during the fall semester of the final year. Honors Research in Psychology culminates in a year-long research project that is presented at an annual Honors Poster Session to which students, parents and the academic community are invited. Students receive awards for the best research proposals and projects as well as earn the BA with Honors in Psychology on their transcripts. For more information go to our undergraduate website:
http://www.psychology.rutgers.edu/undergrad/majorhons.html

***Spring 2020 Honors Poster Session
Monday, 6-8pm, April 13th
Busch Student Center***

Research Opportunities in Psychology
830:391/392, 495/496
Independent study in the form of laboratory apprenticeships or a reading course, is available in which a student and faculty member agree on the method and material for an in-depth study of specialized topics. Our active research labs are listed on our Research Opportunities link:
https://psych.rutgers.edu/academics/undergraduate/research-opportunities. Cooper Research Scholarships available for qualified summer research students. Research in Psychology is highly recommended for students who plan to pursue graduate studies in psychology.

Psychology Student Organization
The Psychological Alliance of Rutgers University
Psychology Society of Rutgers University
and
The Rutgers Psi Chi Chapter

Facebook Page: RU Psychological Alliance

This organization is for anyone interested in psychology. It consists of members of Psi Chi (Psychology International Honors Society), New Brunswick Chapter and The Psych Society. Psych Alliance sponsors events each semester ranging from guest speakers in various fields of psychology, a graduate student panel, information sessions on research opportunities or possible options for a career in psychology, volunteer drives, and much more. Current and prospective psychology majors/minors are encouraged to join!

For more information about Psych Alliance and its activities, please email rupsychalliance@gmail.com or check the Psych Alliance website:
https://psych.rutgers.edu/academics/undergraduate/psychology-student-organizations
# Psychology Major Checklist

## Psychology Major Overview
- General Psychology
- Statistics course
- Lecture/Lab combination
- Behavioral and Systems Neuroscience Core
- Clinical Psychology Core
- Cognitive Psychology Core
- Social Psychology Core
- 400-level Elective
- 6 Additional 3-credit courses**

GPA = 2.0 or better in 830 courses

**Up to six credits of experiential courses (EXC) applied toward major

## Foundation Courses

**Require C or better in General Psych and Stats to declare major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>200</td>
<td>Quantitative Methods (best choice)</td>
</tr>
<tr>
<td>Alt 960:212</td>
<td>Statistics 2</td>
</tr>
<tr>
<td>Alt 960:384</td>
<td>Intermediate Statistical Analysis</td>
</tr>
<tr>
<td>Alt 960:401</td>
<td>Basic Stats for Research</td>
</tr>
<tr>
<td>Alt 220:322</td>
<td>Econometrics</td>
</tr>
<tr>
<td>Alt 377:275</td>
<td>Basic Stats for Excer Sci</td>
</tr>
<tr>
<td>Alt 136:385</td>
<td>Statistical Methods in Business</td>
</tr>
</tbody>
</table>

## 1 Psychology Content Course and Lab Combination

**Require C or better in both lecture and lab course to complete major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>301/302</td>
<td>Sens &amp; Perc/Sens &amp; Perc Lab</td>
</tr>
<tr>
<td>305/306</td>
<td>Cognition/Cognition Lab</td>
</tr>
<tr>
<td>311/312</td>
<td>Lnrg Proc/Lnrg Proc Lab (frmrly C&amp;L/C&amp;L Lab)</td>
</tr>
<tr>
<td>313/314</td>
<td>Physio Psych/ Physio Psych Lab</td>
</tr>
<tr>
<td>323</td>
<td>Research Meth in Social Psych</td>
</tr>
<tr>
<td>331/332</td>
<td>Infant &amp; Child Dev/Infant &amp; Child Dev Lab</td>
</tr>
<tr>
<td>340/341</td>
<td>Abnormal Psych/Abn Psych Lab</td>
</tr>
<tr>
<td>356</td>
<td>Research Methods in Psych Lab</td>
</tr>
</tbody>
</table>

Content course satisfies a core or elective requirement

## Psychology Core Courses (4 required for major)

1 different course from each area required

### Behavioral and Systems Neuroscience Core
- 310 Neurpsychology
- 311 Learning Processes (frmrly Condition & Lrning)
- 313 Physiological Psychology
- 361 Developmental Psychobiology

### Clinical Psychology Core
- 310 Neurpsychology
- 340 Abnormal Psychology
- 346 Atyp Devel Childhd & Adol
- 394 Community Psych & Commun Mentl Health

### Cognitive Psychology Core
- 301 Sensation and Perception
- 303 Memory
- 305 Cognition
- 351 Psych of Language

### Social Psychology Core
- 321 Social Psychology
- 338 Personality Psychology
- 373 Organization and Personnel Psych
- 377 Health Psychology

**Extra core courses are counted as psychology electives

## Psychology Draft Elective Courses (6 required for major)

may include 2 courses under 300-level, extra core & extra 400-level courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>123</td>
<td>Soul Beliefs: Causes &amp; Consequences</td>
</tr>
<tr>
<td>201</td>
<td>Prin and Issues in Psych Sci (formerly Prin Cog Sci)</td>
</tr>
<tr>
<td>220</td>
<td>Psychological Themes &amp; Theories in Film</td>
</tr>
<tr>
<td>250</td>
<td>Psychology of Art</td>
</tr>
<tr>
<td>271</td>
<td>Prin Developmental Psych</td>
</tr>
<tr>
<td>272</td>
<td>Drugs &amp; Human Behavior (# change to 360 Fall 17)</td>
</tr>
<tr>
<td>291</td>
<td>Psychology Transfer Elective - Lower</td>
</tr>
<tr>
<td>292</td>
<td>Psychology Transfer Elective-Lower</td>
</tr>
<tr>
<td>307</td>
<td>Perception in Cognitive Sci</td>
</tr>
<tr>
<td>308</td>
<td>PsychoSocial Found of Health &amp; Medicine</td>
</tr>
<tr>
<td>315</td>
<td>Comparative Psych</td>
</tr>
<tr>
<td>320</td>
<td>Forensic Psychology</td>
</tr>
<tr>
<td>323</td>
<td>Research Methods in Social Psychology</td>
</tr>
<tr>
<td>325</td>
<td>The Religious Mind</td>
</tr>
<tr>
<td>326</td>
<td>Small Groups</td>
</tr>
<tr>
<td>331</td>
<td>Infant and Child Development</td>
</tr>
<tr>
<td>333</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>335</td>
<td>Adult Development &amp; Aging</td>
</tr>
<tr>
<td>342</td>
<td>Research in Personality</td>
</tr>
<tr>
<td>348</td>
<td>Psych of Tests &amp; Measurements</td>
</tr>
<tr>
<td>355</td>
<td>Research Methods in Psych</td>
</tr>
<tr>
<td>356</td>
<td>Research Methods in Psych Lab</td>
</tr>
<tr>
<td>358</td>
<td>Exploring Science of Perception and Cognition</td>
</tr>
<tr>
<td>360</td>
<td>Drugs &amp; Human Behavior (formerly 272))</td>
</tr>
<tr>
<td>362</td>
<td>Psych of Sex and Gender</td>
</tr>
<tr>
<td>364</td>
<td>Motivation and Emotion</td>
</tr>
<tr>
<td>372</td>
<td>Psych Approaches to Social Problems</td>
</tr>
<tr>
<td>375</td>
<td>Prejudice and Conflict</td>
</tr>
<tr>
<td>380/381</td>
<td>Fieldwork: Foster Care I/II (EXC)**</td>
</tr>
<tr>
<td>382/383</td>
<td>Fieldwork: Autism I/II (EXC)**</td>
</tr>
<tr>
<td>385/386</td>
<td>Psychology Transfer Elective-Upper</td>
</tr>
<tr>
<td>388/389</td>
<td>Fieldwork: Child Dev I/II (EXC)**</td>
</tr>
<tr>
<td>391/392</td>
<td>Research in Psych (EXC)**</td>
</tr>
<tr>
<td>398</td>
<td>Serv Learning Intern (EXC)**</td>
</tr>
<tr>
<td>301/302</td>
<td>Sens &amp; Perc/Sens &amp; Perc Lab</td>
</tr>
<tr>
<td>305/306</td>
<td>Cognition/Cognition Lab</td>
</tr>
<tr>
<td>311/312</td>
<td>Lnrg Proc/Lnrg Proc Lab (frmrly C&amp;L/C&amp;L Lab)</td>
</tr>
<tr>
<td>313/314</td>
<td>Physio Psych/ Physio Psych Lab</td>
</tr>
<tr>
<td>323</td>
<td>Research Meth in Social Psych</td>
</tr>
<tr>
<td>331/332</td>
<td>Infant &amp; Child Dev/Infant &amp; Child Dev Lab</td>
</tr>
<tr>
<td>340/341</td>
<td>Abnormal Psych/Abn Psych Lab</td>
</tr>
<tr>
<td>356</td>
<td>Research Methods in Psych Lab</td>
</tr>
</tbody>
</table>

## Psychology 400-level courses (1 required for major)

01:830 major or permission of instructor is a pre-req for 400 level courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>Adv Statistical Meth in Psy</td>
</tr>
<tr>
<td>401/402</td>
<td>Adv Topics in Human Cognition</td>
</tr>
<tr>
<td>403</td>
<td>Programming for Behavioral Scientists</td>
</tr>
<tr>
<td>408/409</td>
<td>Reason, Prob Solv &amp; Decis Making</td>
</tr>
<tr>
<td>410/411</td>
<td>Adv Top Psychobiology</td>
</tr>
<tr>
<td>412/414</td>
<td>Neuropsychopharmacology</td>
</tr>
<tr>
<td>415</td>
<td>History of Brain Science</td>
</tr>
<tr>
<td>421/422</td>
<td>Adv Top Social Psych</td>
</tr>
<tr>
<td>425/426</td>
<td>Adv Top Health Psych</td>
</tr>
<tr>
<td>431/432</td>
<td>Adv Top Devel Psych</td>
</tr>
<tr>
<td>441/442</td>
<td>Adv Top Personality Psych</td>
</tr>
<tr>
<td>450</td>
<td>Therapeutic Relationships in Clinical Practice</td>
</tr>
<tr>
<td>451/452</td>
<td>Adv Top Clin &amp; Abn Psych</td>
</tr>
<tr>
<td>453/454</td>
<td>Systems of Psychotherapy</td>
</tr>
<tr>
<td>455/456</td>
<td>Positive Psych</td>
</tr>
<tr>
<td>463/464</td>
<td>Behavioral Pharmacology</td>
</tr>
<tr>
<td>470/471</td>
<td>History of Psych</td>
</tr>
<tr>
<td>480/481</td>
<td>Adv Topics in Visual Perception</td>
</tr>
<tr>
<td>484/485</td>
<td>Language Acquisition (as of Spring '15)</td>
</tr>
<tr>
<td>493/494</td>
<td>Internship (EXC)**/ Seminar in Applied &amp; Community Psych</td>
</tr>
<tr>
<td>495/496</td>
<td>Adv Research in Psych (EXC)**</td>
</tr>
</tbody>
</table>

**Extra 400-level courses are counted as psychology electives

## Psychology Elective Courses

**EXC (experiential courses) include 380/381,382/383, 388/389, 391/392, 398, 493, 495/496

## Additional Requirements for Honors Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>490</td>
<td>Honors Research Sem (Honors Major Only)</td>
</tr>
<tr>
<td>497</td>
<td>Honors Research Psych (Honors Major Only)</td>
</tr>
<tr>
<td>498</td>
<td>Honors Research Psych (Honors Major Only)</td>
</tr>
</tbody>
</table>
The Minor in Psychology

The minor in psychology consists of 18 credits, General Psychology (830:101) and 5 additional 3-credit psychology elective courses. Of the five electives two may be lower level courses and a maximum of 3 credits may be selected from experiential courses (380/381, 382/383, 388/389, 391/392, 495/496). Students must receive a C or better in General Psychology and maintain a 2.0 gpa in 830 courses. 9 of the 18 credits must be taken at Rutgers, New Brunswick.

General Psychology (830:101)     __C___                         ________________________    ______  
                                                                 ________________________    ______  
                                                                 ________________________    ______  
                                                                 ________________________    ______  

The Minor in Developmental Psychology

The minor in Developmental Psychology consists of 18 credits, General Psychology, Principles of Developmental Psychology, and 4 courses from the Developmental Psychology minor electives listed below. Students must receive a C or better in General Psychology and maintain a 2.0 overall gpa in 830 courses. Of the four electives a maximum of 3 credits may be selected from developmental minor experiential courses (380/381, 382/383, 388/389). 9 of the 18 credits must be taken at Rutgers, New Brunswick. **The minor in Developmental Psychology falls under the 835 subject code.**

Developmental Psychology electives:

- 01:830:331 Infant and Child Development
- 01:830:333 Adolescent Development
- 01:830:335 Adult Development and Aging
- 01:830:346 Atypical Development in Childhood and Adolescence
- 01:830:361 Developmental Psychobiology
- 01:830:394 Community Psychology and Mental Health
- 01:830:431 Advanced Topics in Developmental Psychology
- 01:830:432 Advanced Topics in Developmental Psychology
- 01:830:484 Language Acquisition

Developmental Psychology Experiential Courses (a maximum of 3 credits accepted towards the minor)

- 01:830:380/381 Fieldwork: Foster Care
- 01:830:382/383 Fieldwork: Autism
- 01:830:388/389 Fieldwork: Child Development

General Psychology (830:101)                           __C___              ________________________   ______  
Principles of Developmental Psych (830:271)         _______               ________________________   ______  
FIELDWORK: FOSTER CARE--830:380/381
Prerequisite: 830:101 and 830:331, Juniors and Seniors

Nancy Harrison, Psy.D.
Foster Care Counseling Project
848-445-7789
nancy.harrison@rutgers.edu
908-788-4048 (Office)
drnancyharrison@comcast.net

THIS IS A YEAR LONG COURSE WHICH MUST BE STARTED IN THE FALL SEMESTER OF AN ACADEMIC YEAR (FALL/SPRING)

To receive permission for the course, students must contact Dr. Harrison in the spring semester prior to the fall of the next academic year.

Junior and seniors will have the opportunity to gain one-on-one experience in serving as a mentor and transporter for a child or adolescent currently in foster care. Additionally, students will learn about the foster care system, the effects of trauma on a client, and psychotherapeutic intervention with this population. Undergraduate students will partner with a graduate student from Rutgers’ GSAPP on the case and receive supervision from the course instructor, a licensed psychologist. Students attend a weekly staff meeting on Thursday morning that consists of discussion and training on issues in foster care, plus group supervision of fieldwork assignment.

Commitment consists of 6-8 hours per week. Students must be fingerprinted by DCP&P (Division of Child Protection & Permanency - NJ) six weeks before classes start. A car and good driving record required.

Course Requirements: (a) attendance at weekly staff meetings; (b) individual mentoring work with at least one child; (c) transporting child to therapy; (d) weekly readings; (e) summary paper of work with child, including review of topic area relevant to child’s clinical problem.

If you have questions or would like to apply, please contact Dolores Turchi at 848-445-3891 or dt443@gsapp.rutgers.edu

FIELDWORK: AUTISM--830:382
Prerequisite: 830:101 and one of 331, 340 or 346
Juniors and Seniors

Deborah Paone, Ph.D.
Professor
dpaone@dddc.rutgers.edu
DDDC Website: http://gsappweb.rutgers.edu/dddc/
Developmental Disabilities Center – 848-932-9137
Gibbons, Douglass Campus

Faculty-supervised placements at the Douglass Developmental Disabilities Center, an on-campus program for people with autism spectrum disorders. Includes direct work with individuals with autism, supervision by profession teachers, and weekly meetings with classroom teachers or a lecture related to the treatment of autism. Related readings and an exam are required.

FIELDWORK: CHILD DEVELOPMENT--830:388
Prerequisite: 830:101 and 830:331

FIELDWORK: CHILD DEVELOPMENT II--830:389
Prerequisite: 830:388

Dr. Judith Hudson
Room 425, Tillett Hall, Livingston
848-445-2179
jhudson@psych.rutgers.edu
web page: www.rci.rutgers.edu/~jhudson

Students attend a weekly class session consisting of lecture and discussion on topics of child development, focusing on the preschool years. In addition, students participate in a 4 hour lab assignment each week at the Douglass-Psychology Child Study. During their labs, students work as teachers’ aides and assist in classroom activities.

Course requirements include: a) attendance in classes and labs; b) weekly readings; c) regular exams or written assignments integrating material from lecture/discussion and readings; and d) a group project planning and implementing an instructional activity.
What are the prerequisites for declaring the major?

Students must complete the following courses with a grade of C or better in each:
- General Psychology (01:830:101 or equivalent)
- Quantitative Methods (01:830:200 or equivalent)

Does a core course count if I get a D in it?

Yes; however, note that your overall GPA in the major must be 2.0 or higher for graduation. The only courses that have specific grade requirements are General Psychology, Quantitative Methods, and the Lecture/Lab combination, which must have grades of C or better to complete the major. (Note: All courses taken elsewhere must have grades of C or better to be transferred to Rutgers.)

If I enroll in Study Abroad program, will I be able to take courses there that will count toward my psychology major or minor?

In most cases courses taken in a Study Abroad program will transfer as electives for the psychology major/minor providing that they are taken in a Psychology department or program at that university. In general, we believe that studying abroad is a valuable experience, and we work with our students to assist them in completing the major as effectively as possible. You should stop in to see the psychology advisor before you leave to get courses pre-approved. When you return and the courses have transferred, contact us to have them moved into your major/minor on degree navigator.

If I completed psychology courses at a county or community college, will they transfer toward the major at Rutgers?

Some will, but there are limits. General Psychology typically transfers, and equivalent courses are often available for Quantitative Methods in Psychology. Beyond that, only two electives may be transferred as lower level electives. Transfer courses from community colleges do not substitute for the core courses, labs, or 400 level courses.

May I apply credits from on-line courses to the psychology major or minor?

Submission of syllabi or detailed course descriptions is required for approval. All online courses must meet for a minimum of 4 weeks.

May I apply winter-session or other short-session courses to the psychology major or minor?

Usually yes. Submission of syllabi or detailed course descriptions is required for approval. Courses must meet for 4 weeks.

Can a course in statistics be substituted for Quantitative Methods in Psychology?


How many credits may I transfer toward the major in psychology?

A bit less than half. The 4 core courses, at least two electives (6 credits), and the 400-level course must be taken within the Rutgers New Brunswick Psychology Department. No more than two psychology electives (6 credits) may be applied from a two-year institution. No experiential courses, e.g., research or fieldwork courses, will be accepted towards the major or minor.

If I do volunteer work or have a job in some area that is directly relevant to psychology, can I obtain credit toward the major as an internship?

No. All of our fieldwork and internship opportunities occur through our formal course offerings. We encourage our students to participate in these worthwhile outside activities but do not give academic credit for them.

If I get a D or an F in a course and re-take it, does the new grade replace the old one, or do I receive the average?

That depends. For calculation of your GPA in the major, we use only the higher grade and ignore the other one. However, SAS may have different rules depending on your academic status. You should consult with the SAS Advising Center to learn how retaking a course will appear on your transcript.

Which grades are used to calculate the gpa in the major?

Psychology courses (830 subject number), the statistics course fulfilling the major requirements taken at Rutgers (New Brunswick, Camden, Newark) are used in this calculation. No more than 6 credits of experiential courses (research, fieldwork, etc.) may be applied to this calculation with the exception of 830:497-498 Honors Research. When courses are repeated, only the higher grade is used. If you have completed courses beyond the requirements of the major, Degree Navigator will not include them in calculating your GPA—graduate schools and employers probably will.

Am I required to take an experiential course such as fieldwork or research?

No. You may use 6 credits of these courses towards your major requirements and 3 credits towards your minor, but there is no requirement to do so.

Do 'psychology' courses from other departments (e.g., Psychology of Sports) apply toward the major or minor?

No. All courses toward the major or minor must either (a) have the 01:830 subject index, (b) be an approved transfer course, or (c) be an official cross-listed course with another department.

Updated: December 2019
Prof. Judith A. Hudson  
Email: jhudson@psych.rutgers.edu  
Office Hours (online): M 2-3 pm and by appointment

Jennifer Manuola, Director, Douglass Psychology Child Study Center  
Email: jenne@psych.rutgers.edu  
Phone: (848) 932-0262

Field Work Hours

Fieldwork takes place in the Douglass-Psychology Child Study Center located in the lower level of the IFNH building on Cook/Douglass Campus.

Weekly fieldwork shifts are 8-12, Monday through Friday. Sign up on the course Canvas site. Click on the "People" link on the left menu, then click on the "Groups" tab at the top of the page. Click on the time slot you wish to work and sign up for that "group."

Fieldwork hours start Sept. 8 (2nd week of classes).

Class Meeting

The class meets remotely Thursdays, 3:55-5:15pm. Information and links for attending class discussions will be posted on the course Canvas site.

What should you be able to know and do by the end of this course?

This course is about applying knowledge of child development to working with preschool children in an educational setting. You will learn about children by interacting with them on a weekly basis and integrating your experiences with information about child development presented in class lecture and discussion. At the end of the course, you will:

- Understand the developmental characteristics of young children from 2 to 5 years.
- Know how to interact with children to promote their language, cognitive, social, and emotional development.
- Be able to plan and implement appropriate learning activities for young children.
- Assess a child’s developmental status using standardized assessment materials.
- Teach a class on a given topic on child development.

What are the course requirements?

- Assist in a preschool classroom 4 hours each week.
- Complete weekly reading assignments
- Attend weekly class discussions.
- Respond to weekly quizzes/reflections on your fieldwork experience and contribute to online discussions.
- Create and implement an Activity Center plan.
- Complete a Developmental Assessment of a single child
- In groups of 2-4 students, prepare a presentation for the class about a topic related to preschool children’s development

COVID-19 PRECAUTIONS

The Child Development Center is operating in accordance with all required state regulations:

- Staff and children are screened for fever and COVID-19 symptoms prior to entry to the program facility each day.
- All staff are tested for Covid-19 every 2 weeks.
- Staff are required to wear cloth masks while working.
- Enhanced cleaning and sanitation practices are in place.
- Groupings of children do not exceed 10 children, and interactions between groups is limited.
- Staff are assigned to and remain with one group.
- Spacing of groups within the facility allows for 10 feet of separation between groups at all times.
- Outdoor play is scheduled in staggered shifts.
- Person to person contact (e.g., hugging, games involving touching or tagging) is discouraged.
- Sharing of supplies, food, toys and other items is strictly limited.
Is class attendance required?

Remote class attendance is required so that you receive the information you need to be effective in the classroom. It fulfills our responsibility to provide training and supervision to all classroom staff.

Any Power Point slides that are presented will be available on Canvas for review.

How are final grades determined?

Performance in Field Work
- Attendance at field work: 52 points
- Effectiveness: 54 points

Class Attendance and Assignments
- Class Attendance: 26 points
- Online quizzes: 40 points
- Online forum contributions: 10 points
- Activity Center: 22 points
- Child Assessment: 20 points
- Group Presentation: 20 points
- Total: 254 points

How is fieldwork attendance graded?

Your hours will be recorded when you “clock” in and out of the Center at the beginning and end of each shift.

It is your responsibility to make sure that you are documenting your hours correctly. Accumulated hours will be posted at mid-term and the end of the semester. Any issues must be promptly resolved.

Fieldwork Effectiveness

Effectiveness is a judgment made by teachers and supervisory staff. You are expected to:
- Arrive promptly and ready to work.
- Maintain a safe environment: Be alert to potential danger, and respond quickly, calmly, and effectively.
- Fulfill routine responsibilities such as assisting in arrival and departure, meal preparation, setting up activity materials, cleaning up inside and out.
- Engage children by talking to children, playing with them, and initiating activities.
- Show enthusiasm and a positive attitude.
- Maintain a professional demeanor in all interactions with children, staff, and parents.

Comments to children should always be positive. Concerns about negative aspects of children's behavior can be discussed in private with the teacher or during class discussion.

Online quizzes and discussions

Weekly quizzes are posted weekly on Canvas and you have 2 weeks to complete them. In the quizzes, you will make connections between readings, class presentations and fieldwork experience to ensure that you have mastered knowledge of procedures, curriculum goals, and effective interaction.

You can earn up to 4 points for each quiz. Late submissions will receive partial credit.

Discussion questions are posted on Canvas several times during the semester. You will earn 2 points for each discussion contribution.

NO PRIOR EXPERIENCE, NO PROBLEM!

We assume that you have no prior experience working with young children. We will let you know exactly what is expected of you in the classroom. We will give you training in how to interact with children and how to handle sticky situations. You will become confident in talking to children, initiating activities, and resolving discipline issues.
What are the requirements for the Child Assessment?

Additional information for all assignments is available on the Canvas site.

- Using the Creative Curriculum developmental assessment checklist, you will assess the developmental level of an individual child in areas of social/emotional, physical, language, and cognitive development.
- Write a developmental summary based on the assessment and submit your summary online to Canvas. You can submit your checklist forms online with your summary or submit a hard copy to me in class.

What is involved in the Group Presentation?

This is your opportunity, along with other students, to teach the class on a given topic: Peer Relations, Self Concept, Community & Culture, Preschool Science, Gender Concepts, and Drawing, Art & Creativity.

Your will research the topic and prepare a 30-min Power Point presentation for the class. Presentations cover: 1) Developmental characteristics; 2) How children learn and develop; 3) Data or information gathered from observations and/or interactions with children; 4) Activities, materials, and interactions that support development in this area.

You are encouraged to be creative in your presentations, incorporating video, photographs, artwork, discussion, and exercises to promote class engagement and learning.

One group member will submit the Power Point slides to Canvas by 7pm the day before your presentation. Each group member will submit a Group Evaluation Form evaluating the contributions of all group members, including yourself.

Are there any special forms needed to enroll in the course?

Fingerprinting. You will need to get fingerprinted. You may schedule your appointment at the fingerprinting site of your choice. Please select the soonest available appointment. Instructions for scheduling an appointment can be found on the course Canvas site.

DocuSign Packet. Complete and Submit a Field Work Application Packet via DocuSign. The packet includes an application form, a reference form, and a waiver.

Protection of Minors (POM) Training. On or after Sept. 7, you will receive an email with the link to the online POM training. The course covers information about recognizing and reporting signs of abuse. There are quizzes throughout. You must complete the POM training by Oct. 2.

How to contact the Instructors

For questions regarding the course structure, class meetings, quizzes and online assignments (excluding the Activity Center Assignment), contact Judith Hudson.

For questions about fieldwork hours, effectiveness, and the Activity Center Assignment, contact Jennifer Manuola.
## SCHEDULE OF CLASS TOPICS AND READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (on Canvas site)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3</td>
<td>Introduction to Class</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>Policies and Procedures Orientation</td>
<td>Student Aide Manual (purchase from Jennifer Manuola – $5)</td>
</tr>
<tr>
<td>9/18</td>
<td>Developmentally Appropriate Practice</td>
<td>Developmentally Appropriate Practice in Early Childhood Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative Curriculum: Organizing Children's Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brain Science and Guided Play</td>
</tr>
<tr>
<td>9/25</td>
<td>Discipline</td>
<td>Beyond Discipline to Guidance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eight Guidance Principles</td>
</tr>
<tr>
<td>10/1</td>
<td>Talking to Young Children</td>
<td>Communication Milestones in Child Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promoting Language Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Importance of Discussing 50-cent Words</td>
</tr>
<tr>
<td>10/8</td>
<td>Activity Planning</td>
<td>Creative Curriculum Learning Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Aloud with Children</td>
</tr>
<tr>
<td>10/15</td>
<td>Activity Plan Feedback (submit draft prior to class)</td>
<td></td>
</tr>
<tr>
<td>10/22</td>
<td>Preschool Mathematics</td>
<td>More than Counting</td>
</tr>
<tr>
<td>10/29</td>
<td>Pre-Literacy Skills</td>
<td>Essentials of Early Literacy instruction</td>
</tr>
<tr>
<td>11/5</td>
<td>Discussion with Teachers: Personalities &amp; Individual Differences</td>
<td>The Shy Child</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guiding Young Children's Anger</td>
</tr>
<tr>
<td>11/12, 11/19, 12/3</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>12/10</td>
<td>Final Class</td>
<td></td>
</tr>
</tbody>
</table>

You will continue with your assigned fieldwork schedule through the last day of classes, December 10.
Other Important Information

Adapting to Remote Instruction
Learning remotely presents new challenges. For assistance with learning how to address these challenges, please consult the resources available here: https://rlc.rutgers.edu/remote_instruction

Confidentiality
Please maintain strict confidentiality regarding the children under your supervision. Information about children should never be discussed outside the Center or the classroom.

Online assignments and Canvas
- Weekly readings, PowerPoint files, handouts and online quizzes are posted on Canvas.
- Assignments must be submitted via the Assignment page on Canvas as a Word or PowerPoint document (not a Google doc).
- If you do not follow instructions and have to re-submit an assignment after the due date, it will be considered as a late submission and points will be deducted.

Topics and assignments may be subject to change
Complications frequently occur and changes in topic dates or assignment due dates may be necessary. Please check Canvas for announcements or changes in the course schedule.

Center Closings
If the Center is closed or class is cancelled, an announcement will be posted Canvas and email alerts will be sent to all student

Academic Integrity
I will enforce the University’s regulations on academic integrity. Be aware of the regulations and potential consequences: Academic Integrity at Rutgers

If things go horribly wrong in this course, other courses, or your life, Rutgers has resources to help. The faculty and staff want you to thrive and to succeed academically and socially. Ask for help as soon as you realize there is a problem. Contact your Dean of Students and/or contact student-wellness services.

- Counseling, ADAP & Psychiatric Services (CAPS) (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/A University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- Violence Prevention & Victim Assistance (VPVA) (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / http://www.vpva.rutgers.edu/ Provides confidential crisis intervention counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- Scarlet Listeners (732) 247-5555 / http://www.scarletlisteners.com/ Free, confidential peer counseling and referral hotline, providing a comforting and supportive safe space.
Research Opportunities in Psychology
(830:391/392, 830:495/496)
The program of research of the Social and Organizational Psychology Research Lab investigates the process by which people regulate and control their social interaction with others at home and at work.

Social Facilitation - We are testing the premise that social presence be viewed as a continuous variable differing in the salience of presence. We are focusing on two often overlooked types of presence: anticipatory and residual social presence. Anticipatory social presence relates to anticipating the arrival of an observer and residual social presence relates to the feeling of "presence" which lingers after an observer has left.

The Effects of Distractions and Interruptions - We have found that some types of distractions and interruptions while we are working actually positively affect performance. So, we are designing other studies to test when music and workplace distractions detract or improve performance. In addition, we are testing under which conditions individuals improve their performance depending on the task, their personality, and their immediate environment.

Social Psychology of Technology – We are conducting a series of studies examining the role that technology plays in our interactions with others. At work millions of Americans are continually monitored from the moment they arrive at work. We already have demonstrated the stressful effects on employees' health and performance of this monitoring process.

Telework - We are conducting a longitudinal case study of a division of a market research organization which I helped make the transition to full-time telework. We are studying changes in employee anxiety, distraction, communication, team cohesion, and performance.

We provide students the opportunity to gain hands-on experience with the day-to-day operations of research in social and organizational psychology. Students will participate in the excitement of discovery: they will learn how research is generated and hypotheses are formulated, how investigations are conducted, and how data are organized, analyzed, and interpreted. There are many opportunities to participate in the training for and the execution of research, both in the field and in the lab. Students are able to learn how to effectively research the literature on topics related to social and organizational psychology. Working as a team is a central part of our research, and students have a great opportunity to learn how best to work together.

Students will have an opportunity to acquire skills that are invaluable in graduate school and in the workforce. These skills include literature searches, using computer programs to organize and analyze data, detecting and correcting problems that arise in the lab, and brainstorming ideas for future studies with the research team. The more initiative students take, the more opportunities they will have to acquire these skills.

If you are interested in joining the lab, please email your completed application (found on my web site: https://jraiello.webnode.com/ or me at: jraiello@psych.rutgers.edu In your email, please provide the best times for you to meet and discuss your interests and potential fit with the team.

DR. DAVID BARKER  https://www.thebarkerlab.com
The Barker Lab
The Barker Lab is part of the Department of Psychology the Brain Health Institute at Rutgers University. The goal of the lab is to anatomically and functionally characterize brain circuits that are involved in drug addiction as well as in comorbid disorders such as depression, anxiety, post-traumatic stress, or pain, to
name a few. The goal of this work is to understand how the brain changes over time when an individual engages in drug-taking behavior, but also to determine how certain risk factors that have already changed the brain might contribute to the propensity for drug addiction. Overall, the hope is that these insights might advance more effective treatment strategies. To conduct this work, the lab applies anatomical techniques to define the types of neurons that comprise specific brain pathways, calcium imaging and electrophysiological techniques to record the types of information encoded by these circuits, and optogenetic or chemogenetic technologies to manipulate circuit-level activity.

For more information on the work we do, or if you are interested in joining the lab, please visit www.thebarkerlab.com for more details.

DR. MARSHA BATES - 848-445-3559; mebates@smithers.rutgers.edu
https://research.alcoholstudies.rutgers.edu/active/cardiac-neuroscience-laboratory-cn

Dr. Bates is Distinguished Research Professor and associate director of the Rutgers Center of Alcohol Studies (CAS). She directs the Research Division and the Cardiac Neuroscience Laboratory at CAS. The mission of this multidisciplinary lab is to conduct integrated physiology, psychology and neuroscience research aimed at understanding alcohol and other drug effects on behavioral flexibility, and developing innovative bio-behavioral treatment approaches for persons with alcohol and drug use disorders. The lab is especially interested in learning how visceral bodily reactions are integrated with cognitive and emotional regulation through the baroreflex feedback loop. Students have the opportunity to participate in a number of studies (see our website for more details http://research.alcoholstudies.rutgers.edu/active/cardiac-neuroscience-laboratory-cn):

1. Acute alcohol effects on psychophysiological arousal in relation to cognitive and emotional regulation and risk for substance use disorders
2. Research at the Rutgers Brain Imaging Center (RUBIC), Rutgers-Newark, using functional magnetic resonance imaging (fMRI) and psychophysiological assessment tools to understand brain-body feedback systems during cue reactivity and breathing challenges
3. Collaborative research with computational modelers at UC-Santa Barbara and AIMdyn, Inc., to build a personalized medicine model of resonance breathing intervention effects
4. Randomized clinical trial of resonance breathing as an adjunct to treatment as usual with a community partner/treatment provider, The Center for Great Expectations (New Brunswick, NJ), to interrupt reactivity to triggers and negative affective states that promote relapse
5. Collaborative research with neuroscientists and exercise scientists on college depression and risky alcohol use

Rising sophomore and junior undergraduates are encouraged to apply because the most valuable lab experience comes from a multi-year emersion in the lab. Post-baccalaureates seeking to do research in the gap year(s) before starting graduate school are especially welcome. Research experience is not required, but useful. Key skills include attention to detail, dependability, ease with learning new software, and a desire to learn in a high-tech, multi-disciplinary lab. Students will be provided with comprehensive hands-on training.

Many of our previous students have gone on to gain admission to highly competitive Ph.D. and M.D. programs.

Contact: Marsha E. Bates, Ph.D., Distinguished Research Professor, Center of Alcohol Studies
Disorders of learning and memory are a major issue facing many people and families today. My laboratory focuses on the neuroplasticity of the brain, and in particular how neuroplasticity supports information processing and storage when animals (like humans) learn and remember something new. What are the biological mechanisms that control learning-induced plasticity in the brain? And how does neuroplasticity contribute to long-term memory about newly learned information?

We in the CLEF Lab (*CLEF Lab = Cortex Learning Epigenetics & Function) study the auditory cortex to investigate sensory information processing, learning, and storage in memory. For example, the lab uses rodent models of simple associative learning to show that a rat can learn to press a button when they hear a particular acoustic frequency to receive rewards. How does the animal learn this specific auditory association? It turns out that the brain's representation of sound changes when the animal learns a sound is important, e.g., for obtaining reward. Mechanisms of neuroplasticity "re-tune" the auditory cortex so more cells become highly sensitive to the important acoustic frequency (and less sensitive to other frequencies). This has become known and identified in the field as auditory receptive field plasticity, frequency tuning shifts, and cortical (tonotopic) map expansion.

Our research questions are: (1) How does the auditory cortex come to encode sound-specific information? (2) What are the biological mechanisms of plasticity that select auditory cells and circuits for "re-tuning"? (3) What behavioral factors make animals "good" or "poor" learners? And how is "good vs. poor learning" related to auditory neuroplasticity and subsequent memory? Our lab investigates these questions at multiple levels. We use behavioral training and tests in rats, cortical electrophysiology, and molecular genetics to understand the behavioral, neural systems, and epigenetic mechanisms that dictate how animals (like humans) can learn and remember. Epigenetic mechanisms that control gene expression also offer an entry point to study and identify key genes associated with neuroplasticity and adaptive behavior. Thus, our research also has implications for identifying key genes that may be involved in auditory communication and learning disorders, e.g., autism.

Keeping in mind that the function of the auditory system lies at a complex junction between sensory perceptual and cognitive processes is integral to our research. Therefore, by studying the learning-induced plasticity of the auditory cortex, students will have in-depth exposure to research and scientific literature relevant to neural processes of perception, learning, memory, and plasticity.

Interested students are welcome to email Dr. Kasia M. Bieszczad, kasia.bie@rutgers.edu, with inquiries.

Regulation Action and Motivated Perception Lab

The Regulation, Action, and Motivated Perception Lab is currently recruiting motivated research
assistants interested in a rich and comprehensive research experience. The RAMP Lab, directed by Dr. Shana Cole, studies the social cognitive and perceptual processes that predict and promote effective goal pursuit. Current projects explore the role of motivated visual perception in managing relationship, dieting, smoking, political, and exercise goals.

RAs will gain hands-on experience in all aspects of the research process, including attending lab meetings where new ideas are developed and ongoing research is discussed, contributing to the design and implementation of study materials, helping with data entry and analysis, and most importantly, spending time in the lab and in the field helping to conduct social psychological experiments.

While no specific prior experience is required, we do expect that applicants will have completed basic introductory psychology courses. As a result, the lab experience is best suited for sophomores, juniors, or seniors. RAs will be expected to spend approximately 5-10 hours/week involved in the lab.

Please visit our lab website at http://www.ramplab-rutgers.com/ for an application.

**DR. RICHARD CONTRADA** - contrada@psych.rutgers.edu
https://rjjwcc.wixsite.com/psychophysiologylab

My students and I conduct research on social and psychological factors involved in the development and course of physical and mental health problems. With regard to physical health, our primary focus is heart disease, a leading killer. With regard to mental health, our primary focus is anxiety/anxiety disorders, a highly prevalent set of conditions.

Our main approach is psychophysiological. The body’s response to the perception of threat, and to efforts to cope with threats, includes changes in the autonomic nervous system and in cardiovascular activity that, over time, appear to lead to the development of heart disease. Biological responses to threat may also serve as markers to identify individuals who are at risk of developing post-traumatic stress disorder. The concept of psychological stress plays an important role as a framework for understanding these processes, as do theories of emotion and motivation.

Another approach involves the examination of social beliefs, experiences, and behaviors that play a role in physical and mental health problems. Belief systems are in part responsible for what it is that people find threatening. They also influence or inhibit the performance of behaviors that may work to prevent the development of physical and mental health problems, including decisions to undergo medical screening or to seek psychotherapy. In other words, exposures to psychological threats and ensuing coping responses do not occur in a vacuum. They reflect characteristics of a person including gender-related beliefs, beliefs about physical and mental health problems and their treatment, race/ethnicity, prior exposure to psychological trauma, and personality.

Among specific projects currently underway are:

1. **Psychophysiology of Gender-Related Threat:** How do stressful events associated with one’s gender-related beliefs affect the autonomic and cardiovascular systems? How do people cope with these events? Do physiological and behavioral effects of these events increase the risk of heart disease?
2. **Electrocortical Measurement of Threat Sensitivity:** Can measurement of the brain’s electrical activity (EEG) help us to understand cognitive, affective, and social processes activated by psychological threat? Can it help to identify individuals who are especially sensitive to certain forms of threat, and predict how they will cope?

Students in our research group gain experience conducting experimental research involving laboratory
techniques for acquiring and analyzing psychological, behavioral, and physiological data in human subjects. Although these are by no means requirements, preference will be given to students with skills/knowledge in biology, computers/programming, electronics, and/or statistics, who plan to attend graduate school or medical school, who are interested in research careers, and who are willing to make at least a one-year commitment to work with us. We welcome students from a variety of majors, including psychology, biological sciences, and engineering. Many of our former students are now physicians, professors, clinical psychologists, and medical researchers.

DR. MAURICE ELIAS – melias@psych.rutgers.edu  http://www.SECDLab.org

The unifying themes in my action-research, clinical work, and policy/advocacy are the development of positive, constructive life paths for children and youth and the organization of opportunities to allow this to happen in equitable ways. This has brought me into areas such as social-emotional learning (SEL), its more recent variation, social-emotional and character development (SECD), emotional intelligence, social competence promotion, character education, primary prevention, school-based, evidence-based intervention, and socialization of identity. It has also brought my work increasingly into the areas of implementation and sustainability of interventions, and cutting edge issues such as the link of SECD and academics and the distinguishing features of sustainable, versus well-implemented, empirically supported innovations. Finally, I have most recently begun to work in the area of promoting civic engagement among Rutgers University students via the creation of the Collaborative Center for Community-Based Research and Service (engage.rutgers.edu).

I have worked to establish the field of prevention, school-based preventive intervention, and social competence promotion as a credible, important, and rigorous area of research, practice, and public policy. To accomplish the latter, collaborative models are necessary, as are programs of longitudinal, synergistic action-research with an explicit eye to practice and policy. Thus, I have organized my work within the Rutgers Social-Emotional Learning Lab (http://www.SECDLab.org and www.edutopia.org/user/67). The Lab is dedicated to conducting action-research in public, private, and religious school settings for the purpose of building children’s skills for facing the tests of life, and not a life of tests. It focuses on understanding the relationship of academic achievement, social-emotion competencies, and the development of character and a core set of life principles, and the development of school-based interventions to strengthen social-emotion skills, character, and one’s Laws of Life, and prevent bullying, violence and victimization, substance abuse, and related problem behaviors.

Projects of the Rutgers Social-Emotional Learning Lab focus on students and their school, family, and community environments. We employ a project-based, constructivist and inquiry-oriented social-learning approach to pedagogy and a developmental ecological-community psychology approach to understanding settings and designing, delivering, and evaluating interventions. In addition, we carry out applied research related to bullying/youth violence, victimization, character development and identity, spirituality, purpose, and forgiveness, social-emotional and social decision making skills, social support, classroom organization, management, and discipline, test anxiety and motivation, menschlekhheit development in schools and families, Jewish education, emotional intelligence, and the design, implementation, and sustainability of preventive Interventions. We have many opportunities for students interested in mentoring and other opportunities in the New Brunswick Public Schools.
Current projects include:
- Developing Schools of Character in New Brunswick and Jersey City
- Improving School Climate for Academic and Life Success
- Laws of Life and Social-Emotional Learning in the Schools: A Longitudinal Action-Research Project
- Implementation and Sustainability of School-Based Interventions
- Assessment and Improvement of Civic Engagement
- Social-Emotional Learning and Academic Achievement/Closing Achievement Gaps Project
- Empowerment, Leadership, and Service-Learning Groups for At-Risk Girls and Boys

DR. SAMANTHA FARRIS

Rutgers Emotion, Health, and Behavior (REHAB) Lab
Website: https://psych.rutgers.edu/rehab-lab/home
Email: rehab@rutgers.edu
Phone: 848-445-2189

Chronic disease and health-risk behaviors are often comorbid with psychological disorders that maintain those conditions. In my lab, we conduct research on the effects of anxiety and stress on health and behaviors across multiple domains including women’s health, cigarette smoking, and physical activity. Our aim is contribution to a better understanding of the influence of psychological components on physical health in order to improve treatment outcomes for clinical populations as well as community wellbeing. Students interested in gaining research experience are encouraged to apply via the application on the lab webpage.

DR. JACOB FELDMAN - jacob@ruccs.rutgers.edu http://ruccs.rutgers.edu/~jacob/feldman.html

Vision Cognition Lab
My research concerns perceptual organization, grouping, visual similarity, shape representation, object categorization, and other aspects of human visual cognition.

DR. KATE FISKE- kfiske@dddc.rutgers.edu
http://dddc.rutgers.edu/dddc-research-syllabus.html

Douglass Developmental Disabilities Center

Behavioral and educational research conducted with children and adults with autism. Areas of research include evaluating the effectiveness of treatment procedures, assessing family functioning, and influencing social behavior in autism.
Participation includes ten hours per week of involvement in varied research activities: collection, coding, and analysis of data, systematic observation of instructional sessions and naturalistic interactions, and literature reviews.
Seminars and daily contact allow the student to share a variety of experiences with both the instructor and other students.

Open to juniors and seniors. Priority is given to students who have done field work at the Douglass Developmental Disabilities Center. ENROLLMENT IS LIMITED.

DR. ROB FOELS  - rob.foels@rutgers.edu

I study the causes and consequences of social injustice, gender myths, and effective teaching. My theoretical approach involves a blend of cognitive complexity, social identity, and social power. My research has shown that those with more complex cognitive representations engage in less intergroup bias, that those with a feminist identity or racial identity engage in less bias, and that these social identities relate to higher levels of cognitive complexity. Other social researchers have shown that those with high social power are less cognitively complex, and engage in more intergroup bias. In combination these results suggest that being raised with social power (e.g., dominant ethnic, gender, or economic group) makes one less cognitively complex, which in turn makes one less aware of social injustice and more likely to blame victims and lash out at low power groups. Inducing cognitive complexity helps to reduce intergroup biases and social injustice.

Current projects include:
- the role of feminist identity and cognitive complexity on the acceptance of myths regarding victims of sexual assault
- manipulating cognitive complexity to reduce intergroup biases
- gender differences in cognitive complexity (women are more complex)
- political ideology and cognitive complexity
- how prejudice and discrimination are presented in textbooks
- the role of cognitive complexity and collective esteem in depression

Future projects:
- outgroup hatred versus ingroup preference in explaining intergroup biases
- feminist pedagogy
- psychology major
- GPA of 3.0 or greater
- strong library skills
- commitment to 9 hours a week of research activities

Qualifications for working with Dr. Foels include:

DR. ARNOLD GLASS – aglass@psych.rutgers.edu

Human cognition is best understood in terms of a set of inter-connected functional neural systems. There is a huge need for functional schematics and functional anatomical maps of these systems and I have taken up this challenge. Anyone who likes to draw and is interested in neuroscience will find this work very rewarding.

Our understanding of human cognition has many important practical implications for the area of education. I am doing classroom based experiments that test instructional methodologies that improve academic performance. I now have a massive amount of data from 10 years of experiment that I must analyze by fitting the data to mathematical models. Anyhow who is willing to perform the tedious but essential task of downloading the data and organizing it in a spreadsheet format for further analysis will find this work rewarding.

When we see or hear, our brains are transforming information from one form into another. So our brains are information processing systems, just like computers are. Computers can electronically perform operations much faster than our brains. But the procedures that our brains use for
transforming information are much faster and more efficient than those currently used by computers. Describing the procedures that the brain uses to encode and retrieve information is the goal of my research. Students who enjoy mathematics and/or computer programming who are interested in how the mind works should find this work fascinating.

DR. ANNE GREGORY  Morningside Center Whole School Restorative Practices RP Project

This project is a control trial evaluation of a school wide discipline reform program based on integrating restorative practices, social emotional learning curriculum, racial equity in K-12 public schools in Brooklyn, NY. Dr. Anne Gregory and her Evaluation team the Graduate School of Applied and Professional Psychology, recruiting highly motivated research assistants to play a vital role in collecting data to evaluate the impact of the whole school RP Racial Equity.

This is a great opportunity for you to get involved in psychology research. Of the highlights:

- Earn psych 300 level credit;
- Gain real, practical experience in a large scale, multi year research project;
- Assist in data collection (surveys) in Brooklyn schools;
- Learn about innovative discipline practices in schools racial equity in education;
- Work alongside graduate students and graduate faculty, including Dr. Anne Gregory, is a in.

If you are interested in school psychology or discipline in education, or know anyone who might be interested, please consider joining our team! Applications available on the Psych website: https://psych.rutgers.edu/academics/undergraduate/forms Application review will begin on Sunday, November 10th, 2019.

If you have any questions, comments, concerns, or would just like to learn more about the project, please do not hesitate to email me back (Amy Oliveira ao320@gsapp.rutgers.edu).

DR. PERNILLE HEMMER - pernille.hemmer@psych.rutgers.edu — 848 445-8948
Priors and Memory (PRIME) Lab https://primelab235.wordpress.com/

Our lab is broadly interested in how our prior expectations influence our memory and decision making. Specifically, our research addresses how expectations compensate for noisy and incomplete memory (e.g. for color or objects in scenes) and impact our decision making for the future (e.g. patient health choices).

Current studies include:
How do prior knowledge and expectations about objects in natural and ransom scenes influence episodic memory? How do people categorize color and how do prior expectations about color influence episodic memory?
How does the natural frequency of, and object or word affect recognition and recall?
How can prior knowledge be useful in assessing the validity of eyewitness testimony?
How do people use natural frequencies when reasoning?
Research in the lab is heavily dependent on the use of computers. Familiarity with Matlab programming and/or strong skills in photoshop are very helpful. For more information, visit the lab website (https://primelab235.wordpress.com/) or email Pernille Hemmer with a brief description of your cognitive science and programming background.

DR. LORI HOGGARD
Racism Identity Coping and Health (RICH) Lab

We are currently inviting interested and enthusiastic individuals to apply to be research assistants in the Racism, Identity, Coping, and Health (RICH) Lab under the direction of Dr. Lori Hoggard, an Assistant Professor in the Department of Psychology (Social area). We seek to understand the physical and mental health consequences of racism and discrimination encountered by African Americans and members of other racial/ethnic minority groups. In doing so, we focus on identity, coping, and important mechanisms that underlie the associations between racism and health. The lab employs diverse approaches, including surveys, experiments, and psychophysiological (e.g., heart rate, heart rate variability, blood pressure) methods.

Research assistants in the RICH lab are expected to be exceptional undergraduates with an interest in psychology. Although previous research experience is not required, it is expected that most applicants will have completed basic introductory psychology courses. We also ask that students only apply if they are able to commit at least two semesters to working in the lab. As such, preference will be given to sophomore and junior applicants with a GPA of 3.0 or higher. Finally, research assistants will generally be expected to spend approximately 5-10 hours/week in the lab, although specific days and hours are flexible. Please visit our lab website at http://www.rurichlab.com/join-the-lab.html for an application.

DR. JUDITH HUDSON – jhudson@psych.rutgers.edu

My research is concerned with mental time travel, that is, how we think about the past and future and how memory and foresight abilities develop. We currently have a number of studies underway that examine various aspects of autobiographical memory and future thinking in children and adults:

1. Development of future thinking in preschool children. We are collecting data on how children at 3 and 4 years of age reason about future. Some of the questions we are concerned with include: Is it easier to imagine oneself in the future or another person? Is the ability to think about the future related to the development of working memory and/or executive function skills?
2. Planning and time management. Is the ability to plan for the future related to the ability to manage one's time effectively? Autobiographic memory and the life story. How do specific autobiographical memories contribute to the development of a 's life story?
3. Mother-child interaction and the development of future thinking. How do conversations between mothers and children about events contribute to the development of future thinking in young children?
. Development of time concepts. How do young children learn to think about the past and future in terms of conventional units of time (e.g., hours, days, months and so on)? What role do parents and teachers play in this development?

DR. MARGARET INGATE—mingate@psych.rutgers.edu
I work in collaboration with Dr. Richard Contrada and with Dr. Arnold Glass and their research groups; I do not have an independent lab. I also work with undergraduates whose research interests can be meaningfully explored with online or desktop/laptop based instruments (surveys or experiments). I have had a number of students successfully complete projects and submit posters and papers to research conferences. Students who have completed at least a one semester sequence in statistics and in computer programming a B+ or better are encouraged to contact me.

DR. LEE JUSSIM—jussim@psych.rutgers.edu
https://sites.rutgers.edu/lee-jussim/
Current projects on which undergraduates could assist include:
1. Identifying when, how, and how much stereotypes influence how people perceive individuals from the stereotype group.
2. Assessing sources of anti-Semitism
3. Various studies in political psychology, including the role of racism & sexism in the 2008 presidential election and political stereotyping
For more details about these projects, my requirements, and all sorts of other information about my research and teaching, go to https://sites.rutgers.edu/lee-jussim/ If you are interested in working with me, please contact my lab manager, Rachel Rubinstein, rachel.rubinstein@rutgers.edu.

DR. SHALONDA KELLY—skelly@gsapp.rutgers.edu
Graduate School of Applied & Professional Psychology at Rutgers University:
Phone: (848)–445-3922 Fax: (732)–445-4888

Black Couples Research Project running Summer/Fall/and Spring
The purpose of this study is to understand how African Americans view and cope with racial factors such as oppression and racial stereotypes within their couple relationships. African American couples have been recruited from the community to complete questionnaires and participate in videotaped discussions regarding the role of racial issues in their lives, both as individuals and as a couple.

Students are needed for at least several of the following: to recruit participants and collect human subject data, code videotaped interactions, compile, enter and clean data, compile references and manuscript data bases, library research, and other research activities. Students are taught how to manage confidential participant information, and must have HSCP certification before joining the project. Students will receive training in empirical research methods, including data transformation and analysis via SPSS or qualitative analyses using Atlas.ti, data and office management, and professional
behavior. Students will also learn information about Black couples, and information about racial issues/perceptions relevant to research and practice. Such skills are invaluable to those who would like to go on to graduate school develop careers in research, and/or specialize in research or clinical work with African Americans.

For more information, contact Shalonda Kelly who will send you a list of materials needed to start the project (Human Subjects Certification, resume with GPA, basic information about yourself). You will be asked to provide this information to Dr. Kelly or her graduate students by the first day of registration for the term in which you would like to participate in the project.

**DR. EILEEN KOWLER – eileen.kowler@rutgers.edu, https://ruccs.rutgers.edu/kowler**

**Eye Movements and Cognitive Processes**

Movements of the eyes are needed to gather information from the visual world because we must look at objects in order to see them clearly. From this simple fact comes 3 questions, all of which are under study in our laboratory. First, what factors determine where the eye moves and how accurately and quickly it arrives at its intended destination? Second, which patterns of eye movements are most useful for gathering visual information? Third, what can we learn about cognitive processes by studying an observer’s pattern of eye movements?

Opportunities exist for interested students to participate in ongoing projects or design new experiments. Students should have completed Psychology 301/302. Our work is heavily dependent on use of computers (PCs) so familiarity with a computer programming language is needed to be a full participant in projects.

Prerequisite: Interested students must send by either e-mail (Kowler@rci.rutgers.edu) or campus mail (Psychology Building, Busch Campus) a brief description of their background relevant to the research, including a list of related courses taken and a brief description of long-range educational and career.

**DR. ALEXANDER KUSNECOV - 848-445-3473; kusnecov@psych.rutgers.edu**

The nervous and immune systems share a mutually interactive relationship, which promotes various forms of physiological and behavioral adaptations in the face of pathogenic challenges from viruses and bacteria. The focus of my lab is on understanding this relationship through (i) studies that determine the mechanisms by which stress affects immune function, and (ii) studies that examine the cognitive and emotional consequences of immune system activation. These studies involve animal models of immunological activation and/or stressor exposure. Interested students should therefore be prepared to learn and conduct research that involves stereotaxic surgery, behavioral testing, and collection and processing of brain and lymphoid tissue for histological and biological assessment. This would be appropriate for students wishing to progress towards graduate education in Biopsychology/Behavioral Neuroscience, as well as in areas of Health Psychology that focus on Psychoneuroimmunology.

**DR. ALAN LESLIE – 848-445-4959; aleslie@ruccs.rutgers.edu  http://ruccs.rutgers.edu/~aleslie/**

The Cognitive Development Lab studies the development of mental capacities underlying our understanding of physical objects, number, causation, social agency, pretending, and reasoning about other people’s mental states.

Research is carried out, as appropriate, with normally developing infants (6 to 18 months), toddlers (18 to 36 months), preschoolers (3 to 5 years), and children with autism (6 to 18 years). We are always seeking eager undergraduates for research opportunities in our lab. Students should be willing and able
to work in the lab for two semesters or a semester and a summer. For further information about our lab and its activities and how to apply for an internship please visit our Web Site at http://ruccs.rutgers.edu/aleslie-undergraduates

**DR. TERESA LEYRO—Teresa.leyro@rutgers.edu**

In the Affective and Biological Underpinnings of Anxiety and Substance Abuse (ABUSA) lab we seek to identify underlying vulnerabilities that place individuals at risk for co-occurring anxiety pathology and substance use disorders, and/or may serve to maintain associated dysfunction. Our program of work is translational in nature and utilizes laboratory paradigms to examine how vulnerabilities of interest predict outcomes in the context of stress. However, our end goal is to develop targeted interventions to help improve health and mental health outcomes for this difficult to treat population.

Given the bidirectional relations of behavior, affect, and physiology, it is our belief that psychological interventions should be integrative. Thus, toward our goal of understanding risk factors for anxiety and substance use, we take a multi-method approach, utilizing a combination of self-report, behavioral, and psychophysiological methods.

Current research focuses on cigarette smoking, with an emphasis on understanding factors that may moderate affective and behavioral responses to acute nicotine withdrawal in the context of stress. Future directions of the lab include the development of novel smoking cessation interventions that target both cognitive and physiological parameters.

We are recruiting talented and motivated students wishing to gain hands-on research experience and require a two semester, 10-hour/week commitment. For more information on our ongoing projects and to learn how to apply, please visit: https://sites.google.com/site/abusaleyro/home

**DR. LOUIS MATZEL - matzel@rpsych.rutgers.edu**

Our overall focus is on individual differences in general cognitive abilities (c.f., "intelligence"). Genetically heterogenous and transgenic mice are used in studies of behavioral processes as well as neuroanatomical, neurophysiological, and molecular/genetic mechanisms of learning, reasoning, and attention as they relate to general cognitive performance. are provided with the opportunity to participate in the design and implementation of all aspects of these studies.

Students interested in working in this laboratory should send a resume, transcript (unofficial transcript is fine), and schedule.

**DR. JOHN MCGANN – jmcgann@psych.rutgers.edu**

I use the rodent olfactory (smell) system to study how the brain processes sensory stimuli. I am especially interested in how the brain changes based on an animal's environment and prior experience. In my lab we use a wide variety of techniques, including behavioral experimentation, optical imaging of neural activity under a microscope, and tissue assays for various proteins and neurotransmitters. Students who wish to work in my lab should have taken Physiological Psychology or an equivalent undergraduate neuroscience course and should submit a resume and transcript. Please see my website for more information: http://rci.rutgers.edu/~jmcgann
DR. MELCHI MICHEL  melchi.michel@psych.rutgers.edu

The Michel Computational Vision and Psychophysics Lab at Rutgers University.

Our lab studies the human visual system, with a focus on investigating how we integrate sensory information to make perceptual judgments, how we exploit statistical regularities in the environment, and how we adapt when these statistical regularities are altered or when new statistical contingencies are introduced. Central to our approach are the treatment of vision as a problem of probabilistic inference, the theoretical framework of optimal computation, and the derivation and use of a mathematically optimal observer for the task under investigation as a standard against which to compare human performance.

For more detailed information on our research projects, please visit our lab web page at https://mmmlab.org/

DR. JULIEN MUSOLINO

Based on our needs, we offer opportunities for undergraduate students to join our lab and participate in the research we conduct. We are looking for highly motivated individuals with strong organizational and interpersonal skills willing to commit for at least two consecutive semesters. Programming skills as well as knowledge of Excel, PowerPoint, and SPSS (or equivalent) are a strong plus. Undergraduate research assistants get involved in many aspects of our research, including design and creation of experimental stimuli, data collection, entry and analysis. Depending on the project, RAs may work onsite with adult participants or off site with young children at local preschools. In addition, RAs will be given the opportunity to attend our weekly lab meetings. These meetings provide a unique learning environment where all aspects of research are discussed in a friendly atmosphere. If you are interested in working with us as an undergraduate research assistant, please contact Dr. Julien Musolino.
http://julienmusolino.com/

DR. LINDA REDDY / DR. TODD GLOVER

The Rutgers - Paraprofessional Coaching Project is a randomized controlled trial of an innovative coaching program designed to enhance elementary school paraprofessional classroom aides' use of evidenced based behavioral interventions for students with externalizing behavior disorders (e.g., Attention Deficit-Hyperactivity Disorder, Oppositional Defiant Disorder, Conduct Disorder). Students with Externalizing Behavior Disorders often have difficulties with peer and/or adult relationships, as well as self-control and academic issues. They are at high risk for school failure and drop out. The effectiveness of the coaching model on paraprofessional's use of evidence based behavioral interventions will be evaluated based on a multi-method and multi-data source process during the fall, winter, and spring of the 2017-2018 school year. Data will be collected on teachers’ classrooms, paraprofessionals, and students through behavioral rating scales, direct behavior observational assessments, and online logging. This is a tremendous opportunity for students to obtain experience observing teachers and students, as well as gaining new skills in conducting meaningful school-based educational and psychological research.

The project is interested in recruiting highly motivated undergraduate research assistants to play a
vital role in implementing the project with teachers, paraprofessionals, and researchers. This will be an outstanding opportunity for students who are interested in student behavioral assessment and behavior intervention research focused on improving classroom practices for students with Externalizing Behavior Disorders.

Objectives
Undergraduate research assistants working with this project will:

- participate in a multi-site research project in elementary schools in Newark Public Schools;
- receive training and certification on a teacher observational assessment system;
- conduct classroom observations of participating teachers in fall, winter, and spring of the 2019–2020 school year;
- conduct direct observations of participating students in fall, winter, and spring of the 2019-2020 school year;
- assist in the processing of research data, including teacher observations, student behavior rating scales, student observational data, surveys, and coaching integrity data.

Requirements: The Rutgers Paraprofessional Coaching Project is looking for undergraduate research assistants for the Fall and Spring semesters. Personal transportation (such as a car) is required to visit elementary schools. Reimbursement for travel to school sites is available.

Application:
Students interested in applying to participate in the Rutgers Collaborative Coaching Project should send an email and a current résumé to project manager Mr. Christopher Dudek.

Christopher Dudek, M.Ed. Project Manager
Email: cdudek@scarletmail.rutgers.edu
Telephone: 848-445-5435

Linda A. Reddy, Ph.D Professor & Principal Investigator SSI Project
Email: L Reddy@gasap.rutgers.edu
Telephone: 848-445-5435

DR. LINDA REDDY
The School System Improvement (SSI) Project
lreddy@gsapp.rutgers.edu website: https://ssiproject.rutgers.edu/

The way teachers instruct their students, manage behavior in the classrooms, and provide opportunity to learn (OTL) makes a big difference in student performance. However, there is currently no practical approach to measuring how teacher’s classroom practices affect student academic and behavior functioning. Identifying the instructional and behavior management strategies teachers’ utilize daily, as well as their influence on OTL, is crucial for determining which strategies are the most effective in promoting academic, behavior, and social success for students. However, current teacher evaluation practices and systems do not have empirically validated and reliable means of assessing these constructs, or methods for providing teachers with feedback to enhance their classroom practices. A fair and balanced educator evaluation system is needed to identify and monitor teachers’ classroom practices, as well as help guide school interventions and services necessary to ensure that all children succeed in school.

The School System Improvement (SSI) Project is designed to accomplish these goals:

a) Utilize the Classroom Strategies Scale (CSS) and Instructional Learning Opportunities Guidance System (MyiLOGS) to enhance teacher evaluation practices, feedback, and coaching
b) Assess teachers’ use of important instructional strategies, behavioral management strategies, and OTL in classrooms
c) Facilitate teachers plans to cover necessary content from state and national content standards, as well as improve their use of classroom time
d) Lend teacher voice to evaluations of educator effectiveness
e) Improve the overall quality of education at schools and support teachers in their efforts to provide high quality instruction to their students

Research assistants will:
1. Participate in a large multi-site project in NJ and travel frequently to over 20 different charter schools
2. Be trained on empirically based instructional and behavioral management strategies implemented by teachers
3. Be trained on coverage of state standards and opportunity to learn
4. Observe teachers and classrooms using empirically based observational measures
5. Participate in data collection, coding, entry, and analysis
6. Have opportunities for professional presentations and publications

Requirements: The SSI Project is looking for highly motivated undergraduate students for the Fall and Spring semesters.

A two-semester commitment is required. A minimum of 12 hours per week between the hours of 9am and 3pm.

Personal transportation (such as a car) is required to visit elementary schools. Travel between Rutgers and schools will be reimbursed.

Application: To apply to the SSI Project, please submit an updated resume to Christopher Dudek or Dr. Linda Reddy. They can be reached at

Christopher Dudek, ME.d. or Linda A. Reddy, Ph.D
Tel: 848-445-3845 Professor & Principal Investigator - SSI
Project
E: Cdudek@scarletmail.rutgers.edu Email: LReddy@gsapp.rutgers.edu

DR. LAURIE RUDMAN - 848-445-3404 - rudman@psych.rutgers.edu
http://www.rci.rutgers.edu/~rudman/
Social cognition, stereotypes, implicit attitude assessment.

DR. BENJAMIN SAMUELS - ben.samuels@rutgers.edu
Based on our needs, we may have some opportunities for undergraduate students to join the lab and participate in our research program. We are looking for highly motivated individuals with strong organizational and interpersonal skills that are willing to commit for at least two consecutive semesters.

The primary focus of our work is to explore the mechanisms of how antidepressants work, and more importantly why they only work for some people. To this end, we utilize mice to study the differences between “responders” and “non-responders” to antidepressant treatment. These studies utilize a wide range of neurobiological analyses, including cellular, molecular, behavioral, and pharmacological techniques.

Pre-requisite: Students who have taken physiological psychology or an equivalent introduction to neurobiology course are preferred.
Dr. Diana Sanchez- disanche@psych.rutgers.edu

The Close Relationships, Identity and Stigma (CRIS) research assistants. Assistants in the CRIS lab are expected to be exceptional undergraduates with an interest in psychology. We require that all students have a minimum overall GPA of 3.0 and be either a major or minor in psychology. Participation in the lab requires a 1-year commitment (2 semesters). Each semester will grant you 3 credits from course 391/392, Research in Psychology.

The CRIS lab is a social psychology lab on the New Brunswick campus of Rutgers University supervised by Professor Diana Sanchez. As a social psychology lab, our studies employ diverse methodologies including explicit survey measures, implicit reaction time responses and physiological measures. We scientifically assess

(1) antecedents and consequences of gender, racial, and concealable identities, well as, body prejudice
(2) discrimination, and stereotyping
(3) the process of identification and categorization for social category members and
(4) research on close relationships that documents the role of gender role constraints, and coping with stigma.

To apply for a position in this lab please send a completed application an unofficial copy of your transcript to Rebecca Cipollina (r.cipollina@rutgers.edu) and Melanie Maimon (mrm390@scarletmail.rutgers.edu). Please visit our website for more information: http://sanchezlab.com

DR. EDWARD SELBY

The Emotion and Psychopathology Lab, led by Professor Edward Selby, Ph.D., examines how difficulties regulating emotion contribute to psychological disorders such as eating disorders, self-harming behavior, and Borderline Personality Disorder. Current studies underway in the lab include an investigation of the impact of stress on eating behavior, as well a project testing the influence of food on emotion and cognitive task performance. Upcoming studies in the lab will examine differences in emotional reactivity between individuals with Bulimia Nervosa, Major Depression, and Borderline Personality Disorder.

Research assistants in the EmP Lab are expected to have a high level of commitment and responsibility. As an RA, you will be required to attend regular lab meetings, run participants, and operate highly technical equipment. We require that

all students have a minimum overall GPA of 3.0 and commit 9 regular hours/week to the lab for at least two semesters. The opportunity to receive academic credit for your work in the lab is available. If you are interested in applying for this position, please fill out an application at https://rutgerspsychology.qualtrics.com/SE/?SID=SV_6Xw9oj5Y31EQRER

To read more about the lab, visit Dr. Edward Selby’s website: http://edwardaselby.com
DR. ELISA SHERNOFF - elisa.shernoff@rutgers.edu
SPONSOR: Dr. Maurice Elias

INTERACTIVE VIRTUAL TRAINING FOR EARLY CAREER TEACHERS IN HIGH POVERTY SCHOOLS: UNDERGRADUATE RESEARCH EXPERIENCE

Interactive Virtual Training for Early Career Teachers in High Poverty Schools: Undergraduate Research Experience

Dr. Elisa Shernoff in the Graduate School of Applied and Professional Psychology, is developing Interactive Virtual Training (IVT), a video game training model in which early career teachers working in high poverty schools improve their behavior management skills with disruptive avatars in a virtual training environment.

We are currently recruiting undergraduate research assistants to play a vital role in implementing this project in collaboration with an interdisciplinary team of psychologists, computer scientists, engineers, and designers.

Research assistants will:
Gain hands-on experience conducting research in schools to help teachers learn strategies to respond to disruptive student behaviors
Learn research-based practices to manage disruptive behaviors in classrooms
Work with a dynamic team of interdisciplinary researchers, psychologists, and computer scientists

What are the training opportunities and responsibilities for research assistants?
Conducting classroom observations in high poverty elementary and middle schools.
Data entry, management, and analysis in both quantitative and qualitative research methods in addition to conducting literature reviews.
Faculty mentoring on developing research skills, applying to graduate school, and scientific writing.
Approximately 8 hours per week of lab-based work and attending monthly lab meetings and trainings.

Can I earn course credit?
Students can earn course credit for their work by registering for PSYCH 391/392 or PSYCH 495/496. Students can also volunteer in our lab.

What are the procedures for applying?
Please contact Zainab Bibi regarding application deadline. Application forms located on the Department of Psychology Research Opportunities website:http://psych.rutgers.edu/research-opportunities in Dr. Shernoff’s research lab description. Send the application, a copy of your most recent transcript, and a current resume to Zainab Bibi, at zb62@gsapp.rutgers.edu. Applicants will be considered on a rolling basis (we will review applications and begin interviewing as we receive applications).

DR. MANISH SINGH – manish@ruccs.rutgers.edu  http://www.ruccs.rutgers.edu/~manish/

The way the world looks to us is a remarkable achievement of our visual system. The visual inputs we receive are just the two-dimensional images projected on our retinas. But from these our brain is able to construct representations of three-dimensional objects and surfaces laid out in space. Research in our lab is aimed at understanding how the human brain computes representations of objects and surfaces from the retinal images, and how it uses these representations for various tasks.
Specific topics include:
1. **Shape Perception**: How does the brain represent the shape of objects so that, for example, we can tell whether the shape we’re seeing right now is the same as one we saw earlier? An ongoing focus of the lab is on "part-based representations" of shape, which involve decomposing complex objects into simpler parts, and then describing their shape in terms of these parts and the way they are put together.

2. **Object Completion**: When we see an object that is partly hidden behind another surface, we can often perceive its shape as complete. Similarly, we can see "illusory contours" where no boundary actually exists in the image. How does the brain manage to fill-in the missing portions of an object's boundary?

3. **Predicting object behavior**: When we see an object, our brains represent not only how the object looks right now, but also how it might behave in the near future. For example, if we see an image of a tilted vase, we can tell in a single glance whether the vase is likely to fall over and break, or to return to its upright position. How is the brain able to infer the forces that are acting on an object from just a single snapshot, thereby allowing us to predict its behavior?

---

**DR. MARC STEINBERG**  
The Tobacco Research & Intervention Lab

Website: [http://rwjms1.rwjms.rutgers.edu/steinberg-lab/index.html](http://rwjms1.rwjms.rutgers.edu/steinberg-lab/index.html)

The Tobacco Research & Intervention lab focuses on tobacco use and dependence, including tobacco dependence treatment development, tobacco use in smokers with psychiatric comorbidity, the relationship between smoking and task persistence/distress tolerance, and motivational interviewing as an approach to encourage smokers to make a quit attempt.

We have used human laboratory designs to study predictors of initiation of quit attempts (i.e., task persistence / distress tolerance) and clinical trials to develop treatments to encourage and facilitate quit attempts (i.e., variations of cognitive behavioral therapy, motivational interviewing, and reduction-to-quit strategies). We have also recently been looking at medicinal cannabis use and tobacco use together.

The Tobacco Research and Intervention Lab (Director: Dr. Marc L. Steinberg) is currently recruiting volunteer undergraduate research assistants to work with our lab this summer and continue into the 2019-2020 Academic Year. Our lab is located in downtown New Brunswick on George Street (close to Rockoff Hall). Hours would vary, but will primarily be on weekdays between the hours of 9am-6pm (although there may be some weekend events on occasion.

We are looking for students who can commit hours weekly but will make exceptions for those interested in participating in research, but who may have outside work responsibilities. Students should have related knowledge, experience, or taken coursework in psychology, sociology, social work, or related human/social services field. Students must be responsible, detail-oriented, mature, self-motivated, and interpersonally skillful.

Research assistants would assist in study related activities for a randomized clinical trial to help smokers with schizophrenia quit smoking, with potential opportunities to assist in other research projects, including research on medicinal cannabis. Research assistants would be responsible for recruiting participants within Middlesex County (i.e. attending community events and going to mental health treatment centers), completing phone screens and in-person interviews, scheduling

---

**DR. EDWARD SELBY**

The Emotion and Psychopathology Lab, led by Professor Edward Selby, Ph.D., examines how difficulties
regulating emotion contribute to psychological disorders such as eating disorders, self-harming behavior, and Borderline Personality Disorder. Current studies underway in the lab include an investigation of the impact of stress on eating behavior, as well a project testing the influence of food on emotion and cognitive task performance. Upcoming studies in the lab will examine differences in emotional reactivity between individuals with Bulimia Nervosa, Major Depression, and Borderline Personality Disorder.

Research assistants in the EmP Lab are expected to have a high level of commitment and responsibility. As an RA, you will be required to attend regular lab meetings, run participants, and operate highly technical equipment. We require that all students have a minimum overall GPA of 3.0 and commit 9 regular hours/week to the lab for at least two semesters. The opportunity to receive academic credit for your work in the lab is available. If you are interested in applying for this position, please fill out an application at [https://rutgerspsychology.qualtrics.com/SE/?SID=SV_6Xw9oj5Y31EQIER](https://rutgerspsychology.qualtrics.com/SE/?SID=SV_6Xw9oj5Y31EQIER)

To read more about the lab, visit Dr. Edward Selby’s website: [http://edwardaselby.com](http://edwardaselby.com)

---

**DR. ELISA SHERNOFF - elisa.shernoff@rutgers.edu**

**SPONSOR: Dr. Maurice Elias**

**INTERACTIVE VIRTUAL TRAINING FOR EARLY CAREER TEACHERS IN HIGH POVERTY SCHOOLS: UNDERGRADUATE RESEARCH EXPERIENCE** Interactive Virtual Training for Early Career Teachers in High Poverty Schools: Undergraduate Research Experience

Dr. Elisa Shernoff in the Graduate School of Applied and Professional Psychology, is developing Interactive Virtual Training (IVT), a video game training model in which early career teachers working in high poverty schools improve their behavior management skills with disruptive avatars in a virtual training environment.

We are currently recruiting undergraduate research assistants to play a vital role in implementing this project in collaboration with an interdisciplinary team of psychologists, computer scientists, engineers, and designers.

**Research assistants will:**

- Gain hands-on experience conducting research in schools to help teachers learn strategies to respond to disruptive student behaviors
- Learn research-based practices to manage disruptive behaviors in classrooms
- Work with a dynamic team of interdisciplinary researchers, psychologists, and computer scientists

**What are the training opportunities and responsibilities for research assistants?**

- Conducting classroom observations in high poverty elementary and middle schools.
- Data entry, management, and analysis in both quantitative and qualitative research methods in addition to conducting literature reviews.
- Faculty mentoring on developing research skills, applying to graduate school, and scientific writing.
- Approximately 8 hours per week of lab-based work and attending monthly lab meetings and trainings.

**Can I earn course credit?**

Students can earn course credit for their work by registering for PSYCH 391/392 or PSYCH 495/496.
Students can also volunteer in our lab.

**What are the procedures for applying?**

Please contact Zainab Bibi regarding application deadline. Application forms located on the Department of Psychology Research Opportunities website: http://psych.rutgers.edu/research-opportunities in Dr. Shernoff’s research lab description. Send the application, a copy of your most recent transcript, and a current resume to Zainab Bibi, at zb62@gsapp.rutgers.edu. Applicants will be considered on a rolling basis (we will review applications and begin interviewing as we receive applications).

---

**DR. MARC STEINBERG**

**The Tobacco Research & Intervention Lab**

Website: [http://rwjms1.rwjms.rutgers.edu/steinberg-lab/index.html](http://rwjms1.rwjms.rutgers.edu/steinberg-lab/index.html)

The Tobacco Research & Intervention lab focuses on tobacco use and dependence, including tobacco dependence treatment development, tobacco use in smokers with psychiatric comorbidity, the relationship between smoking and task persistence/distress tolerance, and motivational interviewing as an approach to encourage smokers to make a quit attempt.

We have used human laboratory designs to study predictors of initiation of quit attempts (i.e., task persistence / distress tolerance) and clinical trials to develop treatments to encourage and facilitate quit attempts (i.e., variations of cognitive behavioral therapy, motivational interviewing, and reduction-to-quit strategies). We have also recently been looking at medicinal cannabis use and tobacco use together.

The Tobacco Research and Intervention Lab (Director: Dr. Marc L. Steinberg) is currently recruiting volunteer undergraduate research assistants to work with our lab this summer and continue into the 2019-2020 Academic Year. Our lab is located in downtown New Brunswick on George Street (close to Rockoff Hall). Hours would vary, but will primarily be on weekdays between the hours of 9am-6pm (although there may be some weekend events on occasion.

We are looking for students who can commit hours weekly but will make exceptions for those interested in participating in research, but who may have outside work responsibilities. Students should have related knowledge, experience, or taken coursework in psychology, sociology, social work, or related human/social services field. Students must be responsible, detail-oriented, mature, self-motivated, and interpersonally skillful.

Research assistants would assist in study related activities for a randomized clinical trial to help smokers with schizophrenia quit smoking, with potential opportunities to assist in other research projects, including research on medicinal cannabis. Research assistants would be responsible for recruiting participants within Middlesex County (i.e. attending community events d going to mental health treatment centers), completing phone screens and in-person interviews, scheduling appointments, data entry and management, and attending weekly research meetings. You may be trained in the administration of research assessments and data management. Some local travel may be required, although it is not mandatory for all open volunteer positions.

If you are interested, please complete an application at: [https://rutgers.ca1.qualtrics.com/jfe/form/SV_4G6Cnb0DZJGQk9D](https://rutgers.ca1.qualtrics.com/jfe/form/SV_4G6Cnb0DZJGQk9D)
The research in this lab investigates the cognitive and neural bases of language. Ongoing projects fall in five general areas.

1. Normal language acquisition. We study how typically-developing children acquire English and other languages. We also use mobile eye-trackers to study how children understand spoken language. Projects involve testing preschool- and school-aged children and performing transcript studies.

2. Abnormal language acquisition. Language acquisition by children with developmental language disorders is compared with language acquisition by normal children. Projects involve testing language-impaired children and transcribing and analyzing their speech.

3. Adult language processing. Computer-based and eye-tracking experiments are used to investigate how adults process spoken and written language processing.

4. Genetics of language. The language development of Monozygotic (identical) twins is compared with that of dizygotic (nonidentical) twins. Projects involve coding and analyzing spontaneous speech and test data from twins.

5. Perinatal factors & development. We are investigating how various prenatal and early postnatal factors affect language development. Projects involve testing children, and coding, entering and analyzing data.

6. Students who are native speakers of English, Hebrew, Korean, or Turkish are particularly welcomed to participate.

DR. ARTHUR TOMIE – tomie@psych.rutgers.edu

Research interests: My research is conducted in the NeuroPharmacogenetics Lab at the Center of Alcohol Studies. My research interests are generally related to animal learning models of alcohol drinking; Pavlovian conditioning of sign-tracking; intergender effects on alcohol drinking; gene expression correlates of alcohol drinking in mice.

DR. ELIZABETH B. TORRES – ebtorres@rpsych.rutgers.edu

Join my lab to learn about personalized smart health! Come to learn how the brain controls bodies in motion and how we can measure brain-body interactions with high precision. Learn about the development of objective biometrics to analyze data from wearable biosensors and isolate joy from stress and pain in the motor stream that our nervous systems generate. Learn to measure how dyads interact in the social dance and how dancers project their emotions to the audience. Help us build new tools to measure the outcomes of treatments in autism, Parkinson’s disease and other medical conditions.
Neurobiology of Vocal Learning

Songbirds use their songs and calls to communicate in social and reproductive contexts. They learn to make these sounds through a process of vocal imitation that has much in common with human speech acquisition. Very few animals are capable of this form of behavioral learning. It involves auditory discrimination, auditory memory and sensorimotor learning. We can study the brain mechanisms of each of these processes, because the relevant brain pathways have been identified in songbirds. Experiments in the laboratory involve a range of techniques from behavioral observations and sound processing to neurophysiology and neuroanatomy. Opportunities exist for interested students to participate in ongoing projects if they can make a significant time commitment.

**Prerequisite:** Physiological Psychology (Psych 313) or Comparative Psychology (Psych 315) are preferred, but may not be required. Facility with PC computers is very helpful. Interested students please send (vicario@rci.rutgers.edu) a brief description of background relevant to the research, including a list of related courses taken, and a statement of long-range educational and career goals.

---

Study of schizophrenia and Parkinson's disease using animal models. Assessment of the neurochemical and behavioral deficits following the administration of psychomotor stimulants.

---

Behavioral Neuroscience Laboratory

In my laboratory we study neural mechanisms of cocaine and opiate addiction, binge eating, reward, and motor skill learning in the mesolimbic and nigrostriatal dopamine systems in rat models of behaviors involving dopamine transmission. We analyze behavioral measures and activity of single neurons in conjunction with the animal's affective state measured via ultrasonic vocalizations (USVs) that rats emit. One USV frequency range signals positive affect, whereas another signals negative affect. USVs provide new insights into what rats are experiencing, sometimes surprisingly at odds with what experimenters presume.

**Prerequisite:** E-mail a description of your background, and why you’re interested in this particular research. Also name any related courses you’ve taken, and give a brief description of your long-range educational and career goals.

---

Students attend weekly lab meetings to plan and prepare research. Research topics include the following:

1. Stereotype formation and change
2. Moral decision making.
3. Replications of classic social psychological experiments
Research on Self Understanding and Self Evaluation

Our research examines such traditional topics as self-concept and self-esteem and their relation to questions in contemporary studies of social cognition. We are interested in how knowledge about the self is represented cognitively and how such knowledge structures are configured. We are also interested in the relationship of self-understanding and self-evaluation to areas in clinical psychology. Most specifically we are studying the connection of cognition about the self with depression and the personality disorders.