St. John’s University
Open House
2020

Department of Psychology
Most people who apply to work with me on public policy have bachelors in economics or political science. But I want entry level people with Bachelors in Psychology.

1) They are rigorously trained in behavioral research. They know how to design studies, develop measures, and analyze data that can evaluate and inform public policy.

2) Courses in cognition, perception, learning, social, and personality psychology have trained them to think as cognitive and behavioral sciences.
We have done everything we can medically and pharmaceutically to improve outcomes in people who have cardiovascular events. The major advances in medicine will now come from interventions that change people’s behavior.”

Diachi Shimbo
Cardiologist at Columbia School of Medicine
From Glassdoor

Google  4.4★
User Experience Researcher
New York, NY
$114K-$174K (Glassdoor est.)

• Minimum qualifications: BA/BS degree in Anthropology, Human-Computer Interaction (HCI), Human Factors, Psychology, Sociology, or a related field or equivalent practical experience.
• Experience with research design utilizing various methods including but not limited to usability studies, contextual inquiry, and surveys.
From Glassdoor

Genuent 4.1★
UX Researcher
Jersey City, NJ
$75K-$128K (Glassdoor est.)

Requirements:

- Undergraduate degree in Human-Computer Interaction, Psychology, Computer Science, Cognitive Science, or a related field OR comparable UX research experience
- Worked with web and mobile products
- Familiar with user-centered design principles and UX best practices
- Experience presenting research findings to peers and senior leadership in a group setting
- Desired Characteristics: Are curious, inquisitive, and obsessed with understanding "Why?"
- Understanding of quantitative methods, behavioral analysis, and statistical concepts
- Experience using Qualtrics to author surveys and manage data
Requirements for Psychology Major

Major requirements = 13 Courses, 41 Credits

7 Required Courses:

- Psy 1000C – Introductory
- Psy 2030 – Statistics (with a Lab-4 credits)
- Psy 2040 – Research Methods (with a Lab-4 credits)
- Psy 2990 – The Sophomore Seminar
- Psy 2150 – Physiological Psychology
- Psy 3260 – Intro to Psychological Measurement
- Psy 3800 – History and Systems
In addition, majors must take one course from each of the groupings below, plus 2 additional electives from the remainder of the department's offerings.

- **Group 1**
  - Psy 2200 – Abnormal Psychology
  - Psy 2210 – Theories of Personality
  - Psy 3320 – Social Psychology

- **Group 2**
  - Psy 2070 – Child Psychology
  - Psy 2080 – Adolescent Psychology
  - Psy 2090 – The Psychology of Adult Development
Group 3
- Psy 3270 – Psychology of Learning
- Psy 3280 – Cognitive Psychology
- Psy 3290 – Psychology of Sensation and Perception

Group 4

PSY 2220 - Child & adolescent Psychopathology
PSY 2240 - Psychology of Women
PSY 2250 - Forensic Psychology
PSY 2260 - Positive Psychology
PSY 2270 - Health Psychology
Additional Elective Courses

- Psy 2010 - Cross Cultural Psychology
- Psy 2180 - International Psychology
- Psy 2190 - Psychology of Humor
- Psy 2230 – Psychology of the African- American Experience
- Psy 2280 - Introduction to Sport Psychology
- Psy 2380 – Psychology of Anger, Aggression, Hatred, and Violence
Additional Elective Courses

- Psy 3220 – Clinical Psychology
- Psy 3330 – Industrial/Organizational Psychology
- Psy 3410 - Autism & Intellectual Disability
- Psy 3420 – Applied Behavior Analysis in Applied Settings (Undergraduate Certificate Program)
Internships and Career Starting Skills In The St John’s Psychology Department
Required Courses that Build Behavioral Research Skills

PSY 2030 with Lab: Statistics and Data analysis  
PSY 2040 with Lab: Research methods and Experimental Design  
PSY 3260: Psychological Measurement and Scaling  

Courses that provide a Foundation in Behavioral Science

PSY 3270 – Psychology of Learning  
PSY 3280 – Cognitive Psychology  
PSY 3290 – Psychology of Sensation and Perception  
PSY 3320 – Social Psychology  
PSY 2210 – Personality Psychology
Internship Elective Courses

- Psy 3040 - Psychology Research Laboratory I
- Psy 3041 - Psychology Research Laboratory I
- Psy 4903 – Internship in Clinical, Counseling and School Psychology
- Psy 4904 – Internship in Business Settings
- Psy 4951- Independent-Guided Study in Psychology
- Psy 4953 - Independent Research in Psychology I
- Psy 4954 - Independent Research in Psychology II
Electroencephalography (EEG) is a method for monitoring electrical activity in the brain. It uses electrodes placed on or below the scalp to record activity with coarse spatial but high temporal resolution. EEG can be used in cognitive research or to diagnose conditions such as epilepsy and sleep disorders.
Eye tracking is the process of measuring either the point of gaze (where one is looking) or the motion of an eye relative to the head. An eye tracker is a device for measuring eye positions and eye movement.

In recent years, the increased sophistication and accessibility of eye-tracking technologies have generated a great deal of interest in the commercial sector. Applications include web usability, advertising, sponsorship, package design and automotive engineering.

In these fields, the trend to capture subconscious and unbiased data through implicit methods is growing. Eye tracking is among the most effective of these techniques.

Eye tracking lets you see how consumers react to different marketing messages and understand their cognitive engagement, in real time. It minimizes recall errors and the social desirability effect while revealing information conventional research methods normally miss.
Overview of program: Proposed here is a 26-credit undergraduate behavior analysis program, to be embedded within the Psychology major course of study. En route to an undergraduate degree in Psychology, following the completion of the proposed courses and practicum experiences, students will be eligible for both state certification in behavior analysis (CBAA), AND international certification in behavior analysis (BCaBA).
Participation In Research Labs
Bridging the Clinical and Research Gap: Longitudinal Research at a Community Mental Health Training Clinic

Organizer: William F. Chaplin

Presenters: Saniya Tabani, Danielle Miller, Han Lim Kim, Morgan Cohen, and Linh Nguyen

A Symposium Presented at the 2019 International of Psychological Science, March 9, 2019, Paris, France.
Are Parents’ Perceptions of Change in Child Treatment Outcomes Related to the Child’s Presenting Symptoms: Externalizing and Internalizing?

Sherry Cheng (2016), Chiara Muccioli (2017), and Gabriel Sanchez (2016)
Mentor: William Chaplin

Abstract
175 parents provided evaluations of their child's symptoms over the course of their child's therapy. The parents reported, on average, little improvement. However, when the analyses were restricted to children with externalizing symptoms, the parents reported substantial and significant improvement.

Theoretical background
In clinical treatment settings, children report greater improvements than that of their parents. Parents report less change in their children’s improvements, while children see more changes.

We hypothesized that this difference might be the result of the child’s greater sensitivity to change in their symptoms. If so, parents (externalizing) symptoms may improve.

Methodology
Participants
Their parents and children who met criteria for Child Behavior Checklist-5 (CBCL-5) and the Revised Inventory of Externalizing Symptoms (RIES) were included in the sample.

Measures
Outcome symptoms were assessed at baseline, post-treatment, and follow-up.

Results
A sample of 175 parents reported an average decrease of 6.04 symptoms per week over the course of their children's therapy. This change was not statistically significant.

Discussion
We followed this effect with a change in the assessment of the symptoms which showed a larger decrease (1.56 symptoms) over the same time period.

The simple changes in the assessment of the symptoms were important in understanding the changes in children's symptoms.