Psychology 411 – lec. 1

**Cognitive Behavioral Therapy**
Professor Ben Dykman

This course is intended to provide students with a deeper understanding of the theoretical foundation of cognitive-behavior therapy, familiarity with the basic techniques of cognitive-behavior therapy, and application of those techniques to treating various psychological disorders. Topics to be covered include: the theoretical framework of cognitive-behavior therapy; how cognitive therapy compares to other therapies; rational-emotive therapy as the "other" cognitive therapy; recently proposed elaborations of cognitive therapy principles and techniques of change (e.g., distinguishing core vs. peripheral schemas, hot vs. cold cognitions, use of the therapeutic relationship to produce schema change); a critical look at the mechanisms mediating change in cognitive therapy; case management problems (e.g., handling noncollaboration, suicidality, setbacks, termination); applying cognitive therapy to treating clinical problems such as depression, anxiety disorders, and marital problems.

Class time will be balanced between theoretical and applied issues. In general, the first half of each class will consist of an in-depth discussion of the readings. The second half will be more "experiential" and consist of observation/discussion of videotaped or audiotaped cognitive therapy sessions.

Upon completion of the course, students will have gained a theoretical and applied understanding of a cutting edge, empirically supported psychotherapy.

Psychology 411 – lec. 2

**Epigenetics and the Brain**
Professor Anthony Auger

Nature versus nurture can now be referred to as understanding gene X environmental interactions. That is, the emerging area of epigenetic is the study of how the environment can reprogram the genome. In some cases, this reprogramming can be passed onto future generations. Epigenetics is they study of changes to gene activity without changing the underlying code. This course will focus on how our behavior and overall health can be shaped by markings on our DNA. For the first part, we will cover a general background on how epigenetic changes occur and how they shape behavior. During the second part, we will examine various topics in greater depth by discussing the primary research articles that shaped those topics. Finally, you will orally defend a research proposal on a topic of your choice, as well as hand in a final written research proposal on the same topic.
Psychology 411 – lec. 3

**What Do Animals Think?**
Professor Allyson Bennett

What do animals think? How are psychological processes similar and different across species? In this course, we will read, think, talk, and write about studies in animal cognition, or comparative psychology. Topics include methods in comparative psychology, assessing representation in animals, physical cognition, tool-use, social cognition, imitation, self-recognition, and theory of mind. By the end of the course, students will better understand what is known about how animals think and how ongoing and future studies may address questions that remain controversial or unanswered. The course format will emphasize discussion and critical evaluation of current issues in the field. The first part of the course will include lectures and discussion of core concepts in the study of animal cognition. Guest lecturers and videos will present current research with a broad range of species and perspectives on current issues in the field. The second part of the course will focus on oral and written critical analysis of the primary literature, culminating in a student research proposal. This is a writing-intensive course with short essay assignments, written critical evaluation of journal articles and concepts in the area, and a formal research proposal paper.

Psychology 411 – lec. 4 & 5

**Mood Disorders**
Professor Lyn Abramson

In this course we will examine psychological and biological approaches to unipolar depression and bipolar disorder. Scientific theory and research will be emphasized, and creative, analytical thinking will be encouraged. We also will translate scientific research into clinical practice. The goals of the course exams are to facilitate students’ skills in thinking about and evaluating scientific research as well as in presenting scientific research and theory in a written format. In addition, exams will help students learn to translate research about unipolar depression and bipolar disorder into clinical practice. A goal of class discussions is to provide students with an opportunity to improve their skills in discussing scientific theory and research. Finally, students will participate in role plays to instantiate course concepts.

Psychology 411 – lec. 6

**Gestures in Cognition and Communication**
Professor Martha Alibali

Why do people gesture when they speak? What role do gestures play in speaking, thinking and communication? This course will provide an introduction to theory and methods for studying gestures, which are hand and body movements that people produce when speaking or thinking. Topics to be covered include: the role of gesture in language production and comprehension, the relationship between gesture and speech, the use of gesture in regulating interaction, the effects of gesture on learning and memory, cultural and individual differences in gesture, the role of gesture in instructional communication, and gesture behavior in special populations (including blind and bilingual individuals). The course will be discussion format, with readings drawn primarily from journals. Over the course of the semester, students will design and carry out a small-scale, original project on a relevant topic of interest, either independently or as part of a team.
Legal Psychology: Criminal and Civil Issues
Professor Gregory Van Rybroek

This class brings together two distinct disciplines – that of empirical and clinical methods found in the area of psychology, and that of substantive and procedural methods found in the legal system when social problems call for decisions and dispositions. The course is intended to provide students with understanding about how one system, founded on empirical results, interplays with another system rooted in pragmatics and rules. The course also focuses on problematic social issues, where we see the combination of psychiatric systems, or psychological processes, organized in overarching legal structures and driven by the rule of law. The class presents legal psychology "in action" as the vehicle for making the issues more real through actual examples, videotapes, dialogue and debate. We also will be visiting a psychiatric institution that specializes in handling the most complex of forensic and clinical cases. Thus, while there is a very academic aspect to the instruction, the key to a worthwhile learning experience will be in transferring the academic issues to their real world place. In this way, the student can learn about the rich and complex interplay that takes place when the clinical and legal worlds intersect over serious mental health problems. Topic areas typically include: insanity defense, competency to stand trial, civil commitment, confession and eyewitness evidence, jury decision-making, risk assessments, child abuse, child custody, syndrome evidence in court, juvenile offenders and treatment, public mental health systems, and the role of forensic psychologists in court related activities.

Psychology of Juvenile Delinquency
Professor Michael Caldwell

This is an upperlevel undergraduate seminar course focused on forensic psychology of juvenile delinquents. Course material will address social and legal issues related to adolescent development and delinquent behavior. The course will cover issues in the field of juvenile delinquency and violence, criminal prosecution of juvenile cases, and other issues involved in the interface between child psychology and the legal system. The course format emphasizes discussion of current issues in the field of the law and adolescent psychology. Students will be expected to demonstrate a thorough understanding of the material, and to formulate and express their own opinions on relevant issues. The emphasis on class discussion is based on two assumptions. The first is that nearly all professional positions rely on the individual's ability to persuade others either in a one-to-one setting or, more commonly, in group settings. Thus the ability to present a cogent and persuasive explanation of a concept, understand and consider alternative and opposing concepts and deal with questions effectively are fundamental skills. The second assumption is that all aspects forensic psychology, (and in particular juvenile delinquency) involve the skill of understanding a point of view and a way of thinking that is foreign or repugnant to you, and being able to influence that point of view. This is true in the assessment and treatment of delinquents as a psychologist, in the adjudication process as an attorney, and in the public policy arena.

Fundamentals of Clinical Psychology
Professor Rhonda Reinholtz

This class is an exploration of research and clinical issues related to psychotherapy. The course is focused on thinking about how best to
study clinical questions related to therapy outcomes, including issues such as the therapeutic alliance and how to gauge whether therapy interventions are effective. The course content will introduce students to selected aspects of psychotherapy, such as the APA ethics code as it applies to psychotherapy, concepts such as resistance and transference, and forms of therapy including play therapy, group therapy, and couples therapy. Discussion of psychotherapy concepts will revolve around the question of how they are studied and the quality of the existing research literature; early in the class students will read several perspectives on research methodology within clinical psychology and will be expected to apply those perspectives, as well as their own critical thinking skills, to questions regarding psychotherapy processes. The class requires daily readings and informal written homework as well as two exams, short writing.

Psychology 411 – lec. 10
**Evolutionary Psychology**
Professor Rebecca Addington

This course will provide an overview of how evolutionary theory can be used as a guide to understand agonistic behavior in humans and other animals. Why is aggression such a powerful social force? Is aggression always negative? We will first consider different perspectives on aggression, and then examine in depth how evolutionary psychology can help us to understand issues such as competition for resources, dominance hierarchies, sex differences in aggression, and even violent behavior. We will also consider how aggression doesn’t give us a full picture of social behavior: we will investigate how cooperation and tolerance are equally important to the understanding of social interactions. In what ways do animals use cooperative behavior (such as reconciliation, coalitions, and reciprocal altruism) to navigate the social environment? Using the comparative method, we will examine similarities and differences between humans and other animals, and gain a better understanding of the complexity of animal and human sociality.

Psychology 411 – lec. 11
**Schizophrenia**
Professor Diane Gooding

This course provides an advanced, in-depth study of schizophrenia. Readings will cover the nature of schizophrenia from personal, theoretical, and research perspectives. Assigned readings will provide insights regarding views of schizophrenia by people affected with the disorder and their significant others as well as how it is viewed by mental health professionals. Theories regarding the etiology of the disorder will be discussed at length. The diagnostic ambiguity of the disorder will be discussed, spanning from a historical perspective (such as Kraepelin & Bleuler) to present controversies. Various research strategies (genetic, psychophysiological, biological approaches) for examining schizophrenia will be explored. Students will be expected to have completed either Psychology 509 or 512 prior to enrollment.