

## FALL 2017 CAPSTONE CLASSES

<b>Course Number and Title</b>	<b>Instructor</b>
Psychology 601 – Lec 1 <b>Psychobiology of Stress and Coping</b>  This Capstone course focuses on the biological and biomedical aspects of stress and uses this information to better understand the overall relationship between mind and body. Specifically, by exploring how stress and life's challenges affect many different aspects of our physiology, it reveals how behavior and emotions can influence the functioning of our brain, endocrine and immune systems. The second theme of this course highlights stress management and coping, and the ways that cognitive, behavioral, and life style interventions can be employed to achieve stress reduction and better health. This class is invaluable for pre-med students and those who will pursue graduate training in biological psychology. It is also of value for any psychology major interested in understanding how psychological state can affect the functioning of our body and either undermine or enhance vitality and health.	Professor Christopher Coe
Psychology 601 – lec. 2 <b>Fundamentals of Clinical Psychology</b>  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 assignments, a term paper, and a class presentation.	Professor Rhonda Reinholtz
Psychology 601 – lec. 3 <b>Neuropharmacology</b>  This course requires a strong background in biology and neuroscience. It is recommended that students have completed an introductory level biology class and an introductory level neuroscience/neurobiology class (e.g. Psych 523 or Psych 454). This course explores the neurotransmitter bases of behavior and drugs used to treat behavioral disorders. We first review the basic principles of pharmacology and methods used to study neurotransmitter function. We then review the major neurotransmitter systems and their potential behavioral actions. We conclude with a discussion of behavioral disorders treated with drugs, including schizophrenia, major depression, anxiety and ADHD. Throughout the course, critical thinking as applied to hypothesis testing in the field of neuropharmacology is emphasized.	Professor Craig Berridge
Psychology 601 – lec. 4 <b>Cognitive Behavior Therapy</b>	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 601- Lec. 5

Professor Kristin Shutts

**Diversity and Identity in Families**

The goal of this new seminar course is to investigate how children and parents negotiate different identities and diversity in family life. Using Andrew Solomon's book "Far from the Tree" (<http://andrewsolomon.com/books/far-from-the-tree/>) as a guide, we will consider several different identities including deafness, autism, schizophrenia, extreme giftedness, and transgenderism. In tandem with theoretical and empirical articles drawn from the field of psychology, we will ask questions such as: What is the role of peers vs. parents in creating social identities? How do parents think about cases where their child's identity and experiences are radically different from their own? What counts as evidence when it comes to understanding how people form social identities?

Psychology 601- lec 6

Professor Andrea Konz

**Industrial Organizational Psychology**

This survey course of Industrial – Organizational Psychology will introduce students to the application of psychological principles in the workplace. Students will see how the psychological concepts they have studied thus far are transformed into important topics that determine the success of individuals, teams and organizations within a work context. Topics covered will include: employee selection methods (e.g., interviewing and testing), statistical test validation and decision techniques, legal issues in the workplace, performance evaluations, employee motivation, leadership, team effectiveness, conflict management, employee satisfaction, stress management, and creating a great-place-to-work organizational culture.

Psychology 601- lec 7

Professor Anthony Auger

**Epigenetics and the Brain**

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 the 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 601- lec 8

Professor Martha Alibali

**Gestures in Cognition and Communication**

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.

Psychology 607-

Professor Ben Dykman

**Intro to Clinical Psychology**

Methods, rationale, and empirical foundations of clinical psychology. Emphasis is on therapy and behavior modification. Intended for advanced undergraduate majors and non clinical graduate students.