

## Psychology Department - Graduate Course Descriptions Spring 2011

### Ψ C204

#### Research Reviews in Animal Behavior

Professor Eileen Lacey

CCN: 74820

This course will discuss current publications in animal behavior. A student will summarize a paper and lead the discussion that follows. Occasionally, the group reviews a manuscript in preparation, or a thesis proposal. Not all participants need report, but all are expected to attend and enter into the discussions. Guest lecturers are invited each semester. Also listed as Integrative Biology C204 and Environ Sci, Policy, and Management C204. (F,SP)Course Format: One and one-half hours of seminar per week.

Prerequisites: Graduate standing, basic course in animal behavior, and consent of instructor.

Credit option: Course may be repeated for credit.

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### Ψ 205B

#### Psychological Statistics and Data Analysis

Professor Qing Zhou

CCN: 74823

Psychology 205A and 205B are a two-semester series covering the intermediate and some advanced statistical methods used in psychological research. It is strongly recommended that students take both 205A and 205B. Entry into 205B without taking 205A will be possible only by prior arrangement.

The primary focus of PSY205B is multiple regression analysis (MR), which is a general method for examining the relationship of a collection of independent variables to a single dependent variable. MR is among the most extensively used statistical analysis in the behavioral sciences, and it is applicable to both “experimental” research in which the factors are manipulated and to “correlational” research in which the factors are observed/not manipulated. In this course, we’ll cover bivariate correlation and regression, multiple regression, curvilinear relationships, interactions among continuous and categorical variables, regression assumptions and diagnostics, regression graphics, measurement error and statistical power. If time allows, we might also cover some extensions of multiple regression such as logistic and multinomial regressions. Students will be taught to use computer software (primarily SPSS) to perform data analysis.

**Prerequisites:** 205A or instructor consent.

**Required Textbook:** Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). Multiple Regression/Correlation Analysis for the Behavioral Sciences, Third Edition. Lawrence Erlbaum.

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### Ψ 210B

#### Proseminar: Behavioral Neuroscience

Professors Lance Kriegsfeld, Mary Main and Erik Hesse

CCN: 74827

This broad survey will include introductory sessions on how to approach and implement biological research, short biographies of successful biological scientists to provide perspective on how careers

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unfold, lectures on basic principles of neuroscience, behavioral endocrinology, biological rhythms, animal communication, human ethology, neuroethology, temperature regulation, stress, comparative psychology. One two-hour meeting per week. Time to be arranged at organizational meeting at the beginning of the semester.

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**Ψ 222**

**Consciousness**

**Professor John Kihlstrom**

**CCN: 74831**

This course will examine the nature of human consciousness from the interdisciplinary perspective of cognitive science. It is intended for graduate students; undergraduates may enroll only if they present exceptional preparation in cognitive psychology and cognitive science (including, preferably, the undergraduate version of this course), and then only by permission of the instructor.

Students enrolled in Psychology 222 should try to attend the lectures (though not the discussion sections) for Psychology 129/Cognitive Science 102, "Scientific Approaches to Consciousness". These lectures will be given Mondays and Wednesdays, 10:00 AM -11:00 Noon in Morgan 101, and will serve as a springboard for the discussion/seminar Mondays, 12:00-2:00 PM, in 2129 Tolman.

Grades will be based on a 20-page term paper on a topic appropriate to the subject matter of the course. The term paper requirement will be waived for students who take responsibility for leading one (1) 2-hour-long class (slots are available on a first-come, first-served basis: sign up early while they are available).

Schedule: Organizational Meeting; The Mind-Body Problem; Introspection and Psychophysics; No Class (Presidents Day); Automaticity; Explicit and Implicit Cognition; Explicit and Implicit Emotion and Motivation; Anesthesia and Coma; No Class (Spring Break); Discussion of David Lodge's *Thinks...*; Sleep and Dreams; "Hysteria" and Hypnosis; Daydreaming, Absorption, and Meditation ; Consciousness and the Self; The Origins of Consciousness; Conclusion

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**Ψ 229**

**Cognition, Brain, And Behavior Colloquium**

**Professor Jon Wallis**

**CCN: 74835**

Course may be repeated for credit. One and one-half hours of colloquium per week. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Graduate standing or consent of instructor. Reports and discussions of original research in the area of cognitive psychology. Not all participants must report in any given semester, but all are expected to attend and to enter into the discussions. Required course for all students in the cognition, brain, and behavior graduate program.

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**Ψ 233A**

**Clinical Assessment: Theory, Application, and Practicum**

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**Professor Alan Shonkoff**  
**CCN: 74838**

The clinical interview and principles and methods of intellectual, objective, and projective clinical assessment. Readings, discussion, and supervised experience in clinical assessment. The first semester will focus on adult assessments; the second semester will focus on child/adolescent assessments. Required of all clinical students.

Course Format: Three hours of lecture per week.

Prerequisites: First-year status as graduate student in clinical psychology or enrollment in limited training in clinical psychology.

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### **Ψ 236.1**

**Specialty Clinic: Community Clinic**

**Professor Mason**

**CCN: 74844**

The need for empirically supported mental health treatments is greater than ever, and the debate about what constitutes such treatments is hotter than ever. The “common factors” approach to psychotherapy research assesses processes and mechanisms common to ALL types of psychotherapy as a means to develop empirically supported treatments that can be broadly applied. Next year, The Community Clinic, with Laura Mason Ph.D., will provide a range of services to clients of all ages and all diagnostic categories, with a goal of designing ways of empirically measuring common factors in psychotherapy.

1. Clinical Services Component: The Community Clinic will continue to offer the full range of services to the community, beginning as usual in the fall semester. Supervisors in the Community Clinic will represent diverse theoretical orientations (cognitive-behavioral, psychodynamic-interpersonal, family systems, integrative, developmental-play therapy), supervising work with adults, couples, families, or children depending on that supervisor’s expertise and orientation.
2. Research and Design Component: We will review the empirical and theoretical literature on psychotherapy research, paying particular attention to “common factors” such as the therapeutic relationship, issues of client-therapist matching, the therapeutic alliance, empathic attunement, goal consensus between therapist and client, and the placebo effect. Together we will choose a subset of the common factors which seem most compelling or promising. Our goals would then include: a) developing and refining empirical measures of the common factors we choose; b) developing hypotheses about the relationships between these factors and therapy outcome; and c) developing hypotheses about the cultural adaptation of these factors and their measurement.

Enrollment in this course is limited to graduate students in the clinical psychology program.

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### **Ψ 236.2**

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**Specialty Clinic: Mood Disorders**  
**Professors Ann Kring & Sheri Johnson**  
**CCN: 74847**

The major focus of this program will be on applying empirically supported treatments for mania and depression, and on developing new approaches for mania prevention. Unipolar depression will be treated using empirically supported approaches, such as behavioral activation and cognitive behavioral treatment. The most validated approach for mania prevention is psychoeducation, and so we will offer brief psychoeducation workshops for the community. We will also offer treatment using the GOALS program, a mania prevention program I developed based on the reward sensitivity findings in bipolar disorder. Other options include offering family psychoeducational programs designed to enhance knowledge and decrease anger. A major part of any bipolar clinic involves accurate diagnosis and skills in providing feedback; the average person with bipolar disorder waits 8 years to attain a diagnosis, and we will work together to reduce that time lag for people by offering screening and diagnostic programs. Finally, we will be highly engaged in outreach, including talks and programs for local support groups, and educational nights for family members and consumers.

Students will be involved in all aspects of the program, from recruitment and advertising, to reviewing and choosing clinical treatment options, providing diagnostic and intake assessments, and providing treatment. Therapists will provide some programs individually, but will also participate in co-therapy.

Enrollment in this course is limited to graduate students in the clinical psychology program.

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**Ψ250D:**

**Personality Assessment**  
**Professor Oliver John**  
**CCN:**

This is the basic course in research methods required for students in the social/personality program. We will begin with simple data-analytic concepts, like correlation, multiple and partial correlation, regression, moderation and mediation, and the idiocy of significance tests. Then we move on to fundamental psychometric issues in all research, such as reliability (including interjudge agreement), generalizability theory, and validity, and their implications for measurement and test construction. These considerations will eventually bring us to an introduction to more advanced data-analytic procedures, like exploratory and confirmatory factor analysis and structural equation modeling, at the end of the semester. The emphasis will be on ideas and thoughtful use of appropriate methods in first-rate research. That is, I want to introduce you to, and help you master, a basic conceptual understanding of the research methods that are central in modern research on social and personality psychology, and thus essential for scholars intent on conducting first-rate research. I will not spend much time on specific statistical issues or the derivation of formulae. Instead, the concepts introduced will be illustrated with examples taken from actual research articles.

Expectations: Students are expected to complete assigned readings prior to class, submit questions before-hand, participate actively in class, and give a class presentation on a concept, issue, or measure of their choice. In addition, there will be weekly pop quizzes and harsh grading standards. Thus, do not sign up for this class unless you really have to or truly want to.

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Enrollment: Please note that 250D is a basic course that fulfills the methods training requirement in the soc/pers area and therefore priority must be given to those students. If there is additional space in the class, students outside the soc/pers program may register only with special permission from the instructor.

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**Ψ260B**

**Proseminar in Social Psychology**

**Professor Christina Maslach**

**CCN:**

This course is designed to give you a more in-depth familiarity with the field of social and personality psychology, via broad reviews of the core theoretical and empirical literature. Each week will be devoted to a key topic in the field, and the discussion will be led by one of the social-personality faculty, in conjunction with one or two students from the class. There is a reading list for each topic, which you are expected to have read before the class meeting.

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**Ψ 290B**

**Biological Seminar: Neural Control of Movement**

**Professor Rich Ivry**

**CCN: 74990**

Learning how to produce a skilled movement or make the optimal choice requires incorporating feedback involving rewards and/or errors/punishment. In general, the motor learning literature has emphasized error-based learning whereas the cognitive literature tends to focus on reward (or the absence of reward). We'll review papers in the computational and physiological literature (human and animal models) on these issues.

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**Ψ 290B**

**Biological Seminar: The Science of Sleep**

**Professor Matthew Walker**

**CCN: 74991**

We spend one-third of our lives sleeping...and we have absolutely no idea why. We will not come up with the answer in this course. However, what we will explore are a fascinating array of neuroscience studies and brain theories for why we sleep. We shall spend most of our time reviewing what is known about sleep and dreaming from the perspectives of physiology, psychology, and neuroscience. We will investigate various approaches to understanding the function of sleep and debate several theories as to its function. We will review arguments for the critical role of sleep (and perhaps dreaming) in memory processing, brain plasticity, emotional regulation and even creativity. It is likely that the more you learn, the worse your sleep will be – this is an unintended benefit of the course.

The structure of the course will involve the evaluation of selected empirical and review papers (2 or 3 per class). These will be presented in a rotation by you [the students] in a PowerPoint format lasting

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approximately 5 min, with 10 min of discussion. You will likely give 3-5 of these presentations in the course of the semester. The purpose of the presentations is to give a short (two slide max) overview of the paper, and to form the basis of a class-lead discussion of the articles - again by you the students. Students are expected to keep up on all the reading, so they can participate in the weekly discussions. The discussions are the core of the course, and the success of the course is determined by your participation across all weeks.

In addition, across the semester, students are expected to keep a sleep and/or dream journal, and fill out a daily anonymous online survey of sleep characteristics, daily activities and academic performance. More details will be given in the first week of the course.

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### **Ψ 290B**

#### **Biological Seminar: Exploring Recent Evidence in Spatial Orienting**

**Professor Lynn Robertson**

**CCN: 74993**

This seminar will take an in depth look at recent papers that explore the underlying functional nature of unilateral neglect (a spatial orienting problem that can arise after brain injury). We will read, critique and discuss research results that are of current interest. Each student will be assigned as the lead discussant for each paper and be expected to have substantial knowledge of the research findings that led up to the paper.

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### **Ψ 290B**

#### **Biological Seminar: Neuroimaging Seminar Series (NSS)**

**Professor Bishop**

**CCN: 75000**

The aim of the series is to provide a forum where members of the Berkeley community interested or involved in neuroimaging can come together to discuss issues pertaining to neuroimaging research. No prior experience with neuroimaging is required – the idea is that people can learn by listening to others discussing studies and issues. That will mean the depth and complexity can vary a bit but I hope it is a great forum that everyone can get something from regardless of the very different levels of expertise people bring to it. We will return to the format from Spring 09 - there will be a mixture of project presentations, talks, journal club items and an analysis clinic run by Matthew Brett on a regular basis. Members of the Brain Imaging Center regularly attend and there will be opportunities for people to raise questions and issues that others might be able to help them with/ comment upon. The easiest way to get feedback on a study design or analysis is through offering to do a project presentation. If your data is already fully analyzed this is also a great opportunity for sharing your results with the community and practicing giving a research talk.

Please be prepared if you sign up to do something - whether lead a journal club or give a data talk. If you are a beginner it is fine - plenty of people will help out on discussing whatever you choose to suggest as a topic of interest and you can flag up your level of knowledge before kicking off. It is intended that this meeting should encourage cross-talk between labs and sharing of expertise and give participants experience in presenting any findings that they have gathered. The aim is that this should be a meeting

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that can grow to meet the needs of the local community and input as to what people would like to see/hear within the weekly meetings is welcome.

To join the NSS mail list please go here: <https://calmail.berkeley.edu/> and click on the Manage your Mailing Lists link. Log in using your CalNet ID login and in the text box towards the bottom of the page enter: neuross@lists.berkeley.edu to learn more or join.

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### **Ψ 290H**

#### **Developmental Seminar: Statistical Inference in Cognitive Development and Social Cognition**

**Professor Fei Xu**

**CCN: 75006**

Recent work in developmental psychology has begun to investigate various social-cognitive phenomena in a developmental context, and at the same time recent research has also begun to explore how infants and young children employ statistical inference mechanisms in various domains. This seminar will survey the various topics in social cognition and social-cognitive development (e.g., goal-directed action, intentionality, pedagogical learning, attachment, in-group/out-group, language as a means for identifying one's social group, etc.) and aim to explore how statistical learning plays a role in the development of social reasoning.

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### **Ψ 290H**

#### **Developmental Seminar: Topic?**

**Professor Campos**

**CCN: 75007**

Description pending.

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### **Ψ 290H**

#### **Developmental Seminar: Advances in the Study of Attachment**

**Professors Mary Main & Erik Hesse**

**CCN: 75008**

This course is principally intended for students who have had some introduction to ethological-evolutionary attachment theory (e.g. the work of Bowlby, Ainsworth, et al) in other courses, although (below) three "review" lectures will be offered, so that (see following) some initial review will be provided. The course opens with a "new" introductory lecture on attachment theory's origins in ethology (e.g. covering the work of Tinbergen, Lorenz, Hinde and very recent work on allo-parenting in both hunger-gatherers and non-human primates by Sarah Hrdy). In the next three or so "review" lectures we cover in turn the work of Bowlby (but with more emphasis on the effects of maternal deprivation than has been possible in previous courses); Ainsworth (with an accompanying showing of four categories of strange situation behavior not available in previous courses); Sroufe (using his and his colleagues up-dated review of their longitudinal study into adulthood, which has some surprising outcomes; and Main and Hesse;s work as it relates to developmental psychopathology (emphasizing

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studies in anomalous forms of attachment organization and disorganization, with accompanying videotape).

Following this four-lecture introduction, we begin to discuss new topics such as alternative methods to the assessment of attachment in early (e.g., Waters' Q-sort method of home observation) and middle childhood (for this fourth lecture, we will probably assign a chapter on the topic of measures of attachment in middle childhood taken from Cassidy & Shaver's "Handbook of Attachment"). In the fifth and perhaps sixth lecture we will focus on self-report measures of romantic attachment which depend on participants selecting a best-fitting brief "category descriptor" or, more commonly, filling out Likert scales which indicate their views of themselves as anxious, avoidant, or secure regarding romantic relationships. These measures -- designed, again, for adolescence and adulthood -- are orthogonal to corresponding categories of both the Adult Attachment Interview and the strange situation, but have strong and important relationships to the participants' status in other areas: priming studies using these measures have been particularly intriguing and productive. The readings here will focus on summary papers or chapters by Shaver and Mikulincer.

In the second half of the course we focus on attachment as it relates to biology. We will (a) review new studies in anthropology as it relates to attachment (b) read and discuss current controversies regarding evolutionary origins and possible adaptive functions of differing attachment patterns (c) discuss emerging concepts and studies in the genetics of attachment such as those indicative of differential susceptibility to the environment (d) discuss the emerging field of epigenetics, which from the first has focused on changes in gene expression as a function of differences in mothering -- as see work by Darlene Frances -- and most recently, unresolved trauma as assessed in the Adult Attachment Interview. We will end with considerations of some emerging ties between individual differences in attachment security and neuroscience, as seen e.g. in studies relating these to EEG and ERP responses.

Course assignments will be limited to about one paper per week, and each week two students will be selected to lead a review and critique of the paper assigned. We are attempting to limit the number of students so that intensive discussions will be possible, as well as the tentative discussions of new studies which students might hope to conduct following the conclusion of this course. In this light, students in all areas of the department are encouraged to apply, since course topics have immediate relevance not only to developmental students, but also to clinical studies and clinical work, social and personality studies, genetics and cognitive/linguistic work (e.g., linguistic philosophy), and behavioral and other aspects of neuroscience.

Although principally a graduate course, undergraduates who have taken Psychology 146 or 148 are encouraged to apply. Undergraduate applicants should describe their training and background to this point, as well as a two to three paragraph description of the reasons for their particular interests in the course.

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**Ψ290I**

**Title: Advanced Methods Lab in Personality and Social Psychology**  
**Professor Oliver John**  
**CCN: 75011**

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This Advanced Methods Lab is designed for students who have already completed the more introductory 250D methods course and are now working on their own extensive psychological data sets, either in pre-dissertation studies or on their dissertation projects. This course is intended as an issues-focused discussion and consultation group and thus a critical resource for advanced graduate students in psychology in their 4th and 5th year (or beyond). Each week, we will focus on a specific set of methodological issues commonly encountered in current research projects.

Expectations: Students will report on a particular methodological issue (e.g., how to establish coder reliability or how to test competing mediational models), illustrate it within their own data, conduct relevant statistical analyses, and present in class on options, alternatives, and competing interpretations of findings.

Enrollment: Enrollment has to be limited for this class to be effective and serve an important need. Moreover, prior completion of 250D (or some clear equivalent) is an absolutely necessary prerequisite for enrollment. For students interested in this class but who have not completed 250D, please submit an explanation of equivalent course work you have done and request special permission from the instructor to register. I will do my best to accommodate qualified students but want to warn that space is likely severely limited.

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### **Ψ290I**

**Title: Designing Courses and Course Syllabi to Enhance Motivation**

**Professor Martin Covington**

**CCN: 75009**

This Fall, the GSI Teaching and Resource Center, in collaboration with Professor Martin Covington, Professor of Psychology and Presidential Chair in Undergraduate Education, will offer a semester-long program entitled "Designing Courses and Course Syllabi to Enhance Student Motivation."

The goal of this program is two-fold: 1) to enable graduate students from any discipline to develop a syllabus step-by-step over the course of the semester and 2) to integrate knowledge of what promotes student motivation and learning into course design. In addition to assisting graduate students in the short run by guiding them through the process of syllabus and course design, this program will enable graduate students to develop skills that will be of benefit to them in the academic job search and in future academic careers.

The program will take place every other Monday, starting September 8, 2008 from 3:00-5:00 in 2235 Tolman Hall. GSIs who participate in the program may receive credit for their work by enrolling in Psychology 290I with Professor Covington. Graduate students who attend all sessions and complete the program will be acknowledged with a professional development certificate.

To enroll in this program, please send an e-mail message to [gsi@berkeley.edu](mailto:gsi@berkeley.edu). Please note that space is limited.

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### **Ψ290J**

**Social Seminar: Applications of Social Psychology**

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**Professor Charlan Nemeth**  
**CCN: 75012**

This graduate seminar will focus on applied issues of social psychology with special emphasis on creativity and on the expression of dissent. This seminar is an opportunity for independent supervised research. Students may be in the initial stages of a project, mid way in a project of their choosing or in the final stages. Depending on the stage of their project, discussion may focus on design and procedure or it might concentrate on interpretation or on related research literatures.

Meetings will overlap with Psych 168 which focuses on the Psychology of Creativity. Each student in Psych 290 will be expected to give two presentations, one mid-way through the semester and one at the end of the semester. The intent of this seminar is to help graduate students progress in their research. Thus, the focus is on the student's interest and project and class discussion will revolve around helping that development.

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**Ψ 290P**

**Special Topics Seminar: Clinical (and Other) Applications of Eastern Thought and Meditation**  
**Professor Eleanor Rosch**  
**CCN: 75018**

Eastern systems of understanding present portraits of the human that are very different from traditional western folk and scientific views. This seminar will explore some Buddhist, Taoist, and, to some extent, Hindu systems, and we will sample a few of the meditation practices that underlie them. We will look at possible implications for a wide range of issues, beginning with the relatively concrete on which work in the west has already been done (stress, health, mindfulness), proceeding to formulations which suggest different views of the body, emotions, cognition, personality, "value" or other topics students wish to examine, and hopefully expanding to include a taste of how all these issues fit within the original systems.

Course work: Two presentations (with other students) of one of the topics  
Term paper

Books: A Reader: available at Copy Central on Bancroft  
Chogyam Trungpa *Myth of Freedom*. Shambhala Publications, 1973.  
Sogyal Rinpoche *The Tibetan Book of Living and Dying*. Harper Collins, 1993.  
Ruth Baer (Ed.) *Mindfulness Based Treatment Approaches: Clinician's Guide to Evidence Base and Application*. Academic Press, 2006.

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**Ψ 290Q**

**Cognition Seminar: Current Issues in Human Memory Research**  
**Professor Shimamura**  
**CCN: 75020**

This seminar will cover recent findings and theories in human memory research. Each week, a student-led discussion will center around a particular scientist's research program. In this way, students will

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develop an understanding of memory research from a specific viewpoint and methodology. Students will be responsible for weekly readings, submitting weekly questions about the readings, participating in discussions, and leading two class sessions. The class leader will assign a reading list for the week, develop an understanding of the scientist of the day, provide a brief biographical sketch, and lead a discussion of the scientist's research program and recent empirical findings. A variety of issues will be discussed with emphasis placed on human memory from a cognitive neuroscience perspective.

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### **Ψ290Z**

#### **Special Topics Seminar: Categorical Data Analysis**

**Professor Tom Wickens**

**CCN: 75023**

Much data in psychological research involves categorical variables, i.e., those that can take only a small number of values. Some have ordered values, others are purely nominal. Although statistical methods for such data are well developed (and some parts are quite beautiful), only the "chi-square" test for association in a two-way contingency table is commonly presented in research methods courses. As a result, categorical variables are often inappropriately and inefficiently treated using methods developed for normally-distributed variables. This course will look at methods specifically applicable to categorical data, both nominal and ordinal.

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### **Ψ 293**

#### **Second-Year Seminar on Professional Development**

**Professor Silvia Bunge**

**CCN: 75024**

This course provides a forum for discussion of issues of interest to students in the second year of the graduate program in Psychology. It will focus on various issues related to professional development. Topics include planning a research program, preparing for qualifying exams, choosing a dissertation committee, identifying career options, presenting work at conferences and in journals, preparing grant proposals, preparing for job interviews, juggling professional and personal life, and recognizing obstacles in career development. The seminar participants are expected to participate in the discussions. All participants present their research at a departmental poster session at the end of the term.

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### **Ψ294**

#### **Current Issues Colloquium Series**

**Professor Erv Hafter**

**CCN:**