

Psychology Department - Graduate Course Descriptions Spring 2016

Ψ 210A

Proseminar: Cognitive Neuroscience

Ivry, Gallant, & Wallis

Th 12-2pm, 3201 Tolman

This course will cover investigations of the neurological basis of cognition. Material covered will include the study of brain injured patients, neurophysiological research in animals, and the study of normal cognitive processes in humans with non-invasive behavioral and physiological techniques (e.g., fMRI, ERP, MEG, TMS). Topics to be covered include methods, perception, attention, language, motor control, memory, emotion, and executive functions. Students will be expected to participate in weekly discussions and complete a writing assignment, likely to be in the form of a grant proposal.

Ψ 229A

Cognition Colloquium

Lombrozo

Th 3:30-5; 3201 Tolman

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 graduate program.

Ψ 229B

Cognitive Neuroscience Colloquium

Bishop

T 3:30-5; 5101 Tolman

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 Cognitive Neuroscience graduate program.

Ψ 233A

Clinical Assessment

TBA

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.

Ψ 236.1

Specialty Clinic: Community

Zhou

Th 9:30-12:30; 2129 Tolman

Admission is strictly limited to students in the Berkeley Clinical Science doctoral program.

Ψ 236.2

Specialty Clinic: *Topic to be determined*

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TBA
W 10-1; 2225 Tolman

Admission is strictly limited to students in the Berkeley Clinical Science doctoral program.

Ψ237E
Professional Development Clinical Science

TBA
W 8-10AM, 2225 Tolman

Admission is strictly limited to students in the Berkeley Clinical Science doctoral program.

Ψ237G
Intervention: Specialty Clinics
Professor VARIES
TBA

Limited to second- and third-year clinical psychology students or consent of instructor. Course may be repeated for credit. Psychological intervention with and evaluation of specially designated populations.

Ψ237H
Intervention: Clinical Methods
TBD
Tu 8-10; 2225 Tolman

Limited to second- and third-year clinical psychology students or consent of instructor. Course may be repeated for credit.

Ψ239
Clinical Seminar
Harvey
Tu 330-5, 3105 Tolman

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

Ψ240A
Proseminar: Biological, Cognitive, and Language Development
Srinivasan & Bunge
TBA

This is a survey course on cognitive, language, and biological development.

Ψ249
Developmental Seminar
Gopnik
M 12-2, 3105 Tolman

Reports and discussions of original research in the area of developmental psychology. Not all participants need report in any given semester, but all are expected to attend and to enter into the discussions. Required course for all students in the developmental graduate program.

Ψ250B:

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Social Personality Seminar

Ayduk

Tu 11-1; 2308 Tolman

This is a one-year class designed to introduce students to social and personality psychology. Each week a faculty member will cover a basic topic in social and personality psychology both from a historical and a contemporary perspective. Topics will include the self, personality, social cognition, attitudes, emotions and emotion regulation, close relationships, power and status, prejudice and stereotyping, and culture, among others.

Prior to each visit, you will read articles assigned by the faculty member. In addition, please submit at least 1 question per meeting by 12 noon on the Monday before each class. By the end of the semester, you need to turn in an annotated bibliography (of 25-40 articles/chapters) about a particular topic (could be a potential Orals topic).

Ψ250D:

Principles and Pragmatics of Personality Measurement

John

W 10-12; 3201 Tolman

To be announced

Ψ259:

Personality Seminar

Ayduk

Th 12-2; 3105 Tolman

Reports and discussions of original research in the area of personality psychology. Not all participants need report in any given semester, but all are expected to attend and to enter into the discussions. Required course for all students in the personality graduate program.

Ψ269:

Social Seminar

Ayduk

W 12-2; 5101 Tolman

Reports and discussion of original research in the area of social psychology. Not all participants need report in any given semester, but all are expected to attend and to enter into the discussions. Required for all students in the social graduate program.

Ψ 290B-001

"The Science of Sleep"

Walker

M 1-3; 3201 Tolman

Enrollment is by instructor permission only.

Ψ 290B-002

"Sensitive Periods and Experience-Dependent Brain Plasticity"

Jacobs

W 12-2; 3201 Tolman

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How does cognition evolve? What are the cognitive and neural constraints on the evolution of decision-making, cooperation, deceit, mating systems and communication and other topics? This seminar will survey principles, concepts and findings from the related fields of animal cognition, animal behavior, evolutionary and cognitive neuroscience. We will discuss the evolution of complex and simple cognitive mechanisms, with an emphasis on decision-making and social intelligence. Examples of topics from the Spring 2012 syllabus are shown below; the final list of topics will be decided after the organizational meeting but it will be similar to prior classes. A background in the basic principles of evolutionary biology is expected. For each topic, ten key papers from the primary literature will be posted on the class website by the instructor or a participant, who will prepare a moderated discussion, integrating the ten papers. Other participants will prepare two papers from this list for the discussion. Participation in class will form the basis for evaluation.

Ψ 290H -001

"Language and Cognitive Development"

Gopnik

M 2-4; 3105 Tolman

To be announced

Ψ 290H -002

"The Adult Attachment Interview; Its use in Clinical and Research Contexts"

Main & Hesse

W 10-12, 3201 Tolman

Following a brief introduction to attachment theory, videotapes of the Ainsworth Strange Situation procedure will be presented and described. Strange Situations are of intrinsic import to an understanding of attachment theory and research, in part because the infant's behavioral (secure, insecure-avoidant, insecure-ambivalent, insecure-disorganized) response to the Strange Situation reveals remarkable parallels to the "form" taken by the parent's speech during the Adult Attachment Interview (AAI). Hence this course may be of significant interest to clinical and developmental students, as well as those studying personality or language.

The Adult Attachment Interview (AAI) is an hour-long semi-structured protocol developed at Berkeley. Transcribed verbatim, the AAI is focused on the interviewee's use of language as they describe their early family relationships and what they see as the effects of these relationships across the lifetime. Transcripts are classified as Secure, Insecure Dismissing, and Insecure Preoccupied. Additionally, some transcripts include descriptions of traumatic events: if speech during these descriptions becomes confused in specific ways, these AAI texts are classified Unresolved. As administered to parents, each of above categories is predictive of differing patterns offspring response as observed in the Ainsworth Strange Situation procedure.

The AAI has been subjected to multiple psychometric tests, as well as meta-analytic tests of its predictive power. At present, the AAI is rapidly entering the adult clinical realm and by 2009 an analysis of "The first 10,000 Adult Attachment Interviews" was published, showing relations between differing interview classifications and, among other things, differing clinical difficulties. Importantly, however, speakers can be characterized as secure-autonomous even if parenting had been described as unfavorable, so long as speech throughout the interview remains coherent and unconfused.

In essence, speakers who provide a coherent, collaborative and reasonably internally consistent life-history narrative tend to have infants who had been independently classified as secure with them in Ainsworth's strange situation procedure. The two varying (incoherent) ways of describing and evaluating life history predict specific kinds of offspring insecurity as assessed in the Strange Situation. Finally, the Unresolved AAI category -- utilized when speech is anomalous in specific ways -- predicts disorganized infant attachment status with the parent. There is meta-analytic evidence that infant disorganized

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attachment status creates the greatest risk for later psychopathology. Differences in AAI coherence will be considered in the ideas put forward by the linguistic philosopher H. P. Grice.

The course will also focus on learning to administer the AAI. This will be done via active role-playing between individual students and one or both of the instructors. Grading is based on attendance (mandatory for each class, unless excused by the professors), active class participation that incorporates questions about or remarks on the readings, and participation in the interviewing process.

Ψ290Z

"fMRI Journal Club"

Gallant

Th 3-5pm; 3105 Tolman

To be announced

Ψ293

2nd Year Professional Development

Mauss

T 1-3, 3201 Tolman

This course will focus on various issues related to professional development. Topics may 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 will select actual topics at the beginning of the term, and all will be expected to participate in the discussions. All participants will present their research at a departmental poster session at the end of the term. Required of all second-year students.

Ψ294

Current Issues Colloquium Series

Haftner

M 4-6; 3105 Tolman