

09/24/07

DEPARTMENT OF PSYCHOLOGY
400-500-600 LEVEL COURSE DESCRIPTIONS APPEAR IN THE UNDERGRADUATE BULLETIN
BELOW IS ADDITIONAL INFORMATION ABOUT SPRING, 2008 COURSES

PSYCHOLOGY 101 IS A PREREQUISITE TO ALL PSYCHOLOGY COURSES. OTHER PREREQUISITES MAY APPLY TO INDIVIDUAL COURSES.

Psychology 402
Physiological Psychology
Instructor: Jeannie Loeb

Prerequisites, PSYC 101 and 220. Elements of neurophysiology, neuroanatomy, and neurochemistry as they apply to the understanding of brain-behavior relationships.

Psychology 403
Physiological Psychology Laboratory
Instructor: Regina Carelli

The purpose of this course is to provide intense, hands-on experience with the methods and techniques of Physiological Psychology. Some of the topics include: gross neuroanatomy, stereotaxic surgery, and the effects of drugs on behavior. In addition, students will develop the skills to design an experiment, statistically analyze and interpret the results, and to represent the findings in an APA-style written report. Grading will be based on class participation, written assignments and a lab practical. The course is well-suited for advanced undergraduate students interested in pursuing careers in graduate school (Experimental Psychology and/or Neurobiology), medical school, or as laboratory technicians. It is also suitable for graduate students outside of Experimental Psychology who have had no prior exposure to experimental protocols emphasizing "brain-behavior" relationships. Prerequisites: Psychology 220(23) or 402(106).

Students must get approval to register for the course through Dr. Carelli. Please email her at rcarelli@unc.edu for permission.

Psychology 404
Psychological Application of Drugs
Instructor: Mitchell J. Picker

Prerequisites: This course requires a general background in psychology and preferably a course in abnormal psychology. Knowledge of chemistry, biology, or pharmacology will be helpful but is certainly not essential.

Course Topics: The purpose of this course is to provide an overview of 1) the basic principles of pharmacology, psychopharmacology and neuropharmacology, 2) legal restrictions regarding the use of drugs in our society, 3) history, clinical efficacy, and side effects of drugs used in the treatment of depression, schizophrenia and anxiety, and 4) history, epidemiology, neurochemical, behavioral and physiological effects of various drugs of abuse, including narcotics, stimulants, hallucinogens, marijuana and depressants.

This course is intended for upper level undergraduate and graduate students. Method of examination: Four examinations will be administered with each consisting of a mixture of fill-in-the blanks, definitions and short answer essay. Two brief (2-4 pages) papers are also required.

Psychology 431
Introduction to Cognitive Science
Instructor: Peter Gordon

An introduction to the interdisciplinary study of the mind, intelligent behavior, information processing, and communication in living organisms and computers. Includes an overview of the methods and contributions of cognitive psychology, linguistics, computer science, neuroscience, and philosophy. In addition to providing an overview of each approach, the course will also offer students an opportunity to study in depth a number of specific research areas in each discipline. The course is designed to include both lecture-discussion and seminar formats. In addition, several times during the semester (depending on class size), students will also be required to form small groups to lead discussions on selected articles. Students will also write a term paper based on a topic of their choice

Prerequisites: Students must have completed Psychology 210(30) or its equivalent. Psychology 431 is intended as a core course in the new cognitive science minor, but may be taken by any student who fulfills the prerequisite.

Psychology 432
Psychology of Language
Instructor: Jennifer Arnold

Prerequisite: Psyc 230 After an examination of the possible relations between psychology and linguistics, this course considers problems in the acquisition of language and particularly recent work in experimental psycholinguistics.

Psychology 433
Behavioral Decision Theory
Instructor: Gordon Pitz

The course includes a review of theories and research concerning judgment and decision making. We examine the concept of rationality, normative rules for rational choice, and the conditions under which people might behave irrationally. Includes a review of applications of decision theory to problems at the personal, organizational, and societal level.

A course in statistics (Psychology 210 or equivalent) is recommended, and some knowledge of cognitive psychology will be helpful. Some topics make use of mathematical models. There is no mathematical prerequisite, but students should be comfortable with mathematics at the level of intermediate algebra.

There will be two or three examinations that consist of short essay questions. Credit is given for class participation. Students must complete a term paper on a topic of their choosing, and give a brief class presentation on the topic.

Psychology 434
The Brain and Cognition
Instructor: Joe Hopfinger

Prerequisites: Psyc 210 and Psyc 220, 222, 225, or 230

Advanced Undergraduate Level (Psychology major, or biology major with psychology emphasis)

Course Format: Combination of lectures and discussions.

Course Topics:

Students will be introduced to the multi-disciplinary field of cognitive neuroscience, which seeks to understand the relationship of mind to brain. Basic mental processes such as perception and object recognition will be covered, as will higher-order levels of cognition including language, attention, memory, and consciousness. In addition to lectures, students will participate in reviews and discussions of recent empirical research being published on these topics. The emphasis will be on appreciating how the various methodologies of cognitive neuroscience are enhancing our understanding of the neural foundations of cognitive processes. Grading will be based on examinations, a term paper, and participation in class projects and discussions.

Psychology 463
Social and Personality Development
Instructor: Jean-Louis Gariepy

This course focuses on the development of social behaviors broadly defined, and its mediating factors, including the genetic, maturational, and experiential. We begin with the emergence of the first affective bond (infant-mother), and examine its long-term effects on subsequent patterns of social adjustment. Our second topic is role of family and peers in social development over the periods of childhood and adolescence. Special topics includes the development of sexual behaviors, antisocial and aggressive behaviors. Students are evaluated on the basis of one midterm and one final exam, a written review of the literature on a selected topic, and on the quality of participation to team work.

Psychology 465
Poverty and Development
Instructor: Lorraine Taylor

Poverty is one of the most consistent and influential risk factors for problematic development across the life-span. This course focuses on the scientific study of poverty and its effects on psychological well-being and related outcomes for children, families, and individuals across the life-span. We'll examine the research literature, national and local issues, social policies such as welfare reform, and prevention/intervention programs. Poverty will be examined from both a research perspective and an applied perspective, using an ecological systems theory framework. The function of risk and protective factors will be discussed. Prerequisite: PSYC 250.

Psychology 468
Family as a Context for Development
Instructor: Martha Cox

Prerequisite: Psyc 250 and 210 or permission of instructor. Explores how the family influences children's development. Topics include genetics, family structure (e.g. single parents, working mothers, divorce, number of siblings); discipline, parental values and beliefs, ethnic diversity.

Psychology 500
Behavior Disorders or Childhood and Adolescence
Instructor: Jen Youngstrom

This course is designed for advanced level undergraduate students, particularly for those with an interest in attending graduate school in a psychology-related field. The prerequisites for the course are Psychology 250, Child Development, and Psychology 245, Abnormal Behavior, or graduate standing in psychology. If you have not completed both prerequisites for the course you are not eligible to enroll in this course. The course is designed to provide an overview of several of the most commonly diagnosed behavioral and emotional disorders of childhood and adolescence. Although not all disorders of childhood and adolescence will be covered in the course your course text provides additional information if you are interested in reading about them. This course will focus on the description, assessment, epidemiology, etiology and treatment of each disorder.

Psychology 501
Advanced Personality
Instructor: Joe Lowman

Personality theories of the major clinical and research-based theorists of the twentieth century will be covered in detail. Examples range from Freud and the ego analysts to the humanistic and behavioral writers. Two essay exams in addition to the final exam and a term paper will be used to evaluate student mastery. Text: Monte's Beneath the Mask.

Psychology 502
Adulthood and Aging
Instructor: Beth Jordan

A developmental approach to the study of adulthood, from young adulthood through death, with particular emphasis on normal and abnormal aging. Topics include: concepts of aging; physical and mental health in aging; personality and cognitive development, family dynamics; work and retirement; dying and bereavement. Volunteering at the Geropsychiatry Institute of John Umstead Hospital or other geriatric care settings for 20 hours is strongly encouraged to partially fulfill course requirements. Appropriate for advanced psychology majors or others with strong interest in aging. Prerequisite: Psyc 250 (24).

Psychology 505
Introduction to Clinical Psychology

Instructor: Will Sampson

Prerequisites: Psychology 210 and 245. Psychology 270 is advisable. This course is intended as an overview of the field of clinical psychology. The activities of clinical psychologists, issues in clinical practice, and the history of the profession will be discussed. This course is intended for advanced psychology majors planning to attend graduate school in clinical psychology or related fields.

Psychology 507
Autism

Instructor: Gladys Williams

This service-learning course will study autism through coursework and through working with individuals with autism in supervised community placements. Enrollment size: 15.

The classroom component of the course (lecture and discussions) will be held on Monday, Wednesday, and Friday, 9 - 9:50, for the first weeks of the semester and then switch to twice a week, Monday and Wednesday. Students' placements in the community will be for the last 10-12 weeks of the semester, 3 hours per week. Placements will be arranged individually, taking students' interests into account.

Topics include an historical perspective on autism, issues in classification and diagnosis, current etiological theories, assessing and understanding patterns of functioning (emphasizing social, communication, and cognitive skills), developmental and lifespan issues, family concerns, service provision, and intervention approaches. Prerequisites: Psychology 250(24) and Psychology 245(80).

NOTE: Advance discussion with the instructor is required; enrollment is by permission of the instructor only. **Dr. Williams can be reached at Gladys_Williams@med.unc.edu**

Psychology 509
Applied Behavior Analysis
Instructors: Steve Flanagan

Texts: Craighead, L.W., Craighead, W. E., Kazdin, A.E. and Mahoney, M.J. *Cognitive and Behavioral Interventions*. Boston, Mass., Allyn and Bacon, 1994, Sidman, M. *Coercion and its fallout*.

OVERVIEW

During weeks 1-3, you will review of basic principles including defining and specifying behavior, measurement and recording, graphing, functional analysis, behavior change procedures, design of experiments, comparison of behavioral, medical and psychodynamic models. Each student will plan and complete a self-change program.

From week 4 to 11, you will study the application of behavior analysis and therapy with adults, children and adolescents in diverse clinical groups. This will include autism, mental retardation, schizophrenia, social skills,

anxiety disorders, depression and substance abuse. Class members will choose 3-4 additional "elective" topics.

During the final 3 weeks, you will consider the implications of a behavioral model for societal and cultural issues. Why do people rely on punishment or the threat of punishment to manage behavior? Can we eliminate aversive control? Can we create a society in which all people want to promote social values? Can we reduce or eliminate jealousy, greed, fear and violence? Murray Sidman's book, *Coercion and its fallout*, provides a behavior-analytic analysis and interpretation of cultural practices.

You will complete a volunteer project with seriously mentally disordered adults. This will be done at the START day Treatment program or Work Training Center in the Rehabilitation Unit at John Umstead Hospital in Butner. You will assist in teaching skills classes, monitoring and reinforcing patients' adaptive behavior in a token economy. You will work on a data-based project in cooperation with other students and staff. You will write a technical report summarizing the results of your project.

Evaluation will include 2-3 one-hour tests, a comprehensive final examination, self-change report (graded pass/fail), and technical report on the behavior change/skill training project. Volunteer supervisors will also provide feedback to each participant.

Psychology 530
Design and Interpretation of Psychological Research
Instructor: Abigail Panter

This course will cover both theory and applied methods in a psychological research, and in particular, social and personality research. We will discuss a broad spectrum of issues such as experimental design, sampling, measurement issues, ethical concerns, survey methodology, the use of multiple methods, and data analysis. In addition, a substantial part of the course will be devoted to conducting an original piece of research in the social and/or personality domain. This latter applied aspect will involve all stages of research including: (1) formulating a workable research idea and proposal based on existing theory; (2) preparing stimulus materials; (3) collecting data; (4) planning and conducting statistical analyses; and (4) preparing a final APA-format write-up of the research. A general emphasis throughout the course will be on developing a critical eye for interpreting and evaluating psychological research (both the research of others, as well as one's own). Prerequisites: Psychology 210(30) or its equivalent and Psychology 270(50). Requirements: A research project, three short library assignments, a midterm and optional final, and class participation.

Psychology 602
Evolutionary Psychology
Instructor: Joe Lowman

This course reviews many of the basic topics covered in introductory psychology and other sub 100 courses, but through the lens of evolutionary theory. Sample topics are sensation and perception, consciousness, learning, cognition, intelligence, personality, human mating, families, development, social behavior, health, and abnormal psychology. The theoretical perspective used throughout emphasizes "why" questions about human psychology as shaped by distant evolutionary forces.

**DEPARTMENT OF PSYCHOLOGY
700 AND 800 LEVEL GRADUATE COURSE DESCRIPTIONS
SPRING 2008**

**Psychology 702
Behavior and Its Biological Basis II**

Instructor: Rita Fuchs

The primary objective of the course is to provide an in-depth analysis of the biological basis of behavior with special emphasis on brain-behavior relationships. Topics will highlight research interests of some of the Biological faculty and include: the neurobiological basis of drug addiction, the role of conditioning in immune alterations, and behavioral phenotyping of transgenic and knockout mice. Grades will be based on: 1) in-class discussion of assigned research articles, 2) in-class presentation of assigned research papers, 3) 2 examinations. This course is open and suitable for graduate students in Psychology and Neurobiology who are interested in studying the biological basis of behavior.

**Psychology 707
Clinical Pharmacology**
Instructor: Mitch Picker

This course examines the basic principles of pharmacology, neuropharmacology and clinical psychopharmacology and the application of these principles to drugs used clinically in the treatment of behavioral disorders (e.g., depression, schizophrenia, obesity, Parkinson's disease, obsessive compulsive disorder, ADHD, generalized anxiety disorder). Discussions of each drug class will include their history, clinical utility, mechanism of action and side effects. Class discussions will also focus on prescription privileges for clinical psychologists and the consideration of drug use in populations with special needs (e.g., mentally retarded, elderly, pregnant women).

**Psychology 721
Research Seminar in Experimental Psychology**
Instructor: Charlotte Boettiger

This course provides graduate students in the Biological Psychology program with a sampling of current research carried out at UNC and other universities. Additionally, it focuses on topics relevant to conducting scientific research, including bioethics, research integrity, scientific writing and publishing, and grant writing. Prereq Psyc 720

**Psychology 740
Seminar in Cognitive Psychology
Professional Development**
Instructor: Peter Gordon

This course addresses professional development during and after graduate school, covering the following topics: strategies for conducting research, collaborating on research, giving talks, writing review papers, writing research reports, the peer-review editorial process, the grant-proposal process, the academic job search process,

and non-academic career options. This course has been developed for graduate students in the Cognitive Psychology program, though students in other programs may find it valuable and are welcome to enroll. Issues related to clinical practice will not be covered.

Psychology 768
Seminar in Developmental Psychology
Adolescence and Poverty: Developmental and Policy Issues
Instructor: Vonnie McLloyd

This seminar will examine pathways through which economic poverty influences adolescent development and the transition to adulthood. Attention will be given to health behavior, socioemotional functioning, school achievement, romantic relations, sexual behavior, childbearing and employment. We will examine factors that contribute to resilience among poor adolescents and the effectiveness of various programs and policies in mitigating the effects of poverty. Course material will consist of journal articles and book chapters. Requirements include email postings of reactions to readings, class presentation, and a research proposal.

Psychology 781
Topics in Human Development
Gender and Peer Relations
Instructor: Mitch Prinstein

This seminar will examine gender differences in the meanings and functions of peer relationships.

Students wishing to obtain course credit for the weekly proseminar of the Carolina Consortium on Human Development should sign up for Psychology 781 (Topics in Human Development).

The Consortium proseminar is held on Monday evenings at 7:00 p.m. at the Center for Developmental Science, 100 E. Franklin Street #200 in the Top of the Hill Building. Students registering for Psychology 781 will have an additional meeting with the instructor each Monday at 3:30 PM. In addition to reading assignments, a paper will be required. Enrollment is limited to 12 students.

Psychology 793
Laboratory in College Teaching
Instructor: Joseph Lowman

Specific training in presentational and interpersonal skills needed by college teachers, such as planning, lecturing, discussing, motivating and evaluating. Required of all Graduate Students before serving as a Teaching Fellow.

Psychology 806
Clinical Research Methods
Instructor: Andrea Hussong

Prerequisite: Graduate standing in Clinical Psychology. This course reviews the major methodologies used in clinical psychology research as well as ethical and professional issues in conducting and publishing research. We do so through readings in primary and secondary texts, class presentations, and development of a research proposal.

Psychology 807
Clinical Research Forum
Instructor: Mitch Prinstein

Graduate standing in clinical psychology.

Psychology 822
Seminar in Clinical Psychology
Case Formulation and the Psychotherapy Integration Model
Instructor: Erica Wise

This course will provide clinical psychology graduate students with an opportunity to develop advanced case formulation skills in the context of exposure to the psychotherapy integration model. A variety of teaching and learning strategies will be used including clinical and research readings, didactic presentations and discussions, and applications of the psychotherapy integration model to case formulation and treatment planning.

Psychology 831
Statistical Methods in Psychology II
Instructor: Bud McCallum

Prerequisite: Psychology 830. Statistical estimation and hypothesis testing for linear models (ANOVA, ANCOVA, regression analysis); statistical models in the design and analysis of experiments.

Psychology 845
Latent Curve Modeling
Instructor: Patrick Curran

Prerequisites: Structural equation modeling (PSYC844 or equivalent) or instructor permission. This course is focused on the structural equation-based latent curve model (LCM) as applied to a wide variety of longitudinal data structures. Topics include: linear and non-linear trajectories; categorical and continuous predictors of growth; multivariate LCMs; multiple group LCMs; longitudinal factorial invariance; missing data; and growth mixture modeling. Student

evaluation is based on weekly problem sets and a final project. Offered alternate years.

Psychology 850
Quantitative Psychology Forum
Instructor: Dan Bauer

Class Schedule: Mondays, 12:00-1:00, 347 Davie Hall

Pre-Requisite: Graduate standing in the Quantitative Psychology Program

Course Requirements: Attendance and participation in discussions. Each graduate student is required to make one presentation per academic year.

Course Objectives: To provide a setting for presentations about ongoing research and exchange of ideas about research and issues of professional interest.

Course Description: The specific schedule of presentations and topics will be different every semester. On the first Monday of each semester the class will meet to develop a schedule. The schedule will consist of the following activities:

- Presentations by graduate students and faculty of the Quantitative Psychology Program about research projects.
- Presentations by visitors from other UNC departments or other institutions about research projects or other topics of interest.
- Presentations and group discussions about important recent publications in the research literature.
- Presentations and group discussions about issues of professional interest, including the following:
 - Ethical issues in research, teaching, and professional life. (Note: There will be at least one session on ethics every academic year.)
 - The publication process.
 - Reviewing of articles submitted for publication.
 - Obtaining funding for research.
 - Technical writing.
 - Career opportunities in quantitative psychology, and job interviewing.

Psychology 859
Seminar in Quantitative Psychology
Selected Topics in Item Response Theory
Instructor: David Thissen

This seminar will consider various topics in item response theory (IRT) as it may be applied in various psychological and educational measurement contexts. Topics will include the historical development of IRT, models for dichotomous and polytomous data, estimation algorithms (including the E-M approach to maximum marginal likelihood estimation

and MCMC approaches to Bayes estimation), differential item functioning (DIF), multidimensional models, and scoring algorithms.

Readings for the course will come from Wim J. van der Linden & Ronald K. Hambleton's *Handbook of Modern Item Response Theory*, David Thissen & Howard Wainer's *Test Scoring*, and various and sundry articles and chapters from other sources. Students will be expected to participate actively in the seminar meetings, as well as to complete computational exercises (?homework?) and individual projects to be summarized in an oral presentation and a written report at the end of the semester.

Psychology 860
Directed Research Seminar in Social Psychology

Instructor: Larry Sanna

The purpose of this course is to introduce graduate students in social psychology to the research process and professional issues. Each week, students will be introduced to a variety of topics including designing and conducting research, writing research reports, and presenting results. This will occur in an interactive way. Faculty members, students, and outside speakers will present their research for discussion and critique at each meeting. By acting as both discussion participants and presenters, graduate students will have the opportunity to get ongoing feedback on their own research and to provide feedback to others.

Psychology 870
Psychology of Emotions

Instructor: Barbara Fredrickson

This course offers an in-depth exploration of research and theory on emotions that stretches across traditional psychological subdisciplines. Emotions are complex, multiply-determined phenomena – they influence our experiences, our biochemistry, our thinking, our actions, our relationships, as well as our mental and physical health. The character of emotions changes moment-to-moment, over the life-course, and also reflects individual differences. This complexity and significance makes the study of emotions an especially exciting and challenging task for researchers. A number of recurring themes will emerge in our discussions over the course of the semester. Among them are (1) the functions of emotions, in both present day and ancestral circumstances; (2) the ways people respond to and regulate their own emotion experiences; and (3) the connections between emotions and well-being.