**PY 391-001**

**Title: Health Disparities: Focus on Race and Social Class**

**Jeanne Cundiff, Ph.D.**

**Description:** This seminar will explore current theory and evidence concerning how and why marginalized and non-marginalized social groups may differ in terms of mental and physical health. We will focus most on differences by race and social class in the United States, and we will take a close look at social, psychological, biological, and behavioral pathways thought to contribute to these differences.

***PY- 391-002 Child and Adolescent Psychopathy: An examination of Grandiose-Manipulative, Callous-Unemotional, and Daring Impulsive Traits***

**Randy Salekin, Ph.D.**

The past two decades have witnessed a remarkable increase in the scientific interest and research on child and adolescent psychopathy or what has also been referred to as callous-unemotional traits in youth. This course reviews cutting-edge research on the early manifestation of the psychopathy in children. We ask questions, like how early can this personality disorder start? Specifically, the course delves into the nature of child and adolescent psychopathy, its’ causes, correlates, and course, at the same time addressing the critical issue of whether the disorder can be prevented, treated  or curtailed, an especially important topic given its costly toll on the children themselves and society. The course will be grounded in the latest scientific evidence and will cover important theoretical and methodological advances that are continuing to influence our understanding of the causes of psychopathy across development. However, the course will also look at the popular media’s perception of the disorder and films on the disorder. In the class, we will also discuss core issues such as relations to antisocial behavior and personality theory, weigh in on key controversies such as the models for development of psychopathy and we will talk about compelling directions for future research.

***PY- 391-003  Child and Adolescent Psychopathy: An examination of Grandiose-Manipulative, Callous-Unemotional, and Daring Impulsive Traits***

Randy Salekin, Ph.D.

The past two decades have witnessed a remarkable increase in the scientific interest and research on child and adolescent psychopathy or what has also been referred to as callous-unemotional traits in youth. This course reviews cutting-edge research on the early manifestation of the psychopathy in children. We ask questions, like how early can this personality disorder start? Specifically, the course delves into the nature of child and adolescent psychopathy, its’ causes, correlates, and course, at the same time addressing the critical issue of whether the disorder can be prevented, treated  or curtailed, an especially important topic given its costly toll on the children themselves and society. The course will be grounded in the latest scientific evidence and will cover important theoretical and methodological advances that are continuing to influence our understanding of the causes of psychopathy across development. However, the course will also look at the popular media’s perception of the disorder and films on the disorder. In the class, we will also discuss core issues such as relations to antisocial behavior and personality theory, weigh in on key controversies such as the models for development of psychopathy and we will talk about compelling directions for future research.

**Junior Seminar: Child Psychopathology**

**PY 391-004 Fall 2020 | 3 Credit Hours**

**Tuesdays & Thursdays 12:30pm – 1:45pm:**

**Instructor:** Robert D. Lyman, Ph.D., ABPP

**Email:** blyman@ua.edu or robertdlyman@gmail.com(best way to contact me)

**Phone:** 205-348-5083 (Psychology Main Office)828-406-6942 (cell)

**Office:** Gordon Palmer Hall 237-A

**Office Hours:** available electronically M – F during business hours, physically by appointment

**UA Course Catalog Prerequisites:** PY 101 or PY 105 and PY 211

**Course Description**

This course is designed to provide an introduction to the study of psychological problems experienced during childhood and adolescence. We will focus on the conceptualization, cause, diagnosis, and treatment of a variety of disorders. As a designated "W" course, we will also focus on written and verbal communication skills. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.”

**PY 391-005**

**Adolescence**

**Dr. Kristina McDonald**

...the salient feature of the absurd age I was at--an age which for all its alleged awkwardness, is prodigiously rich-- is that reason is not its guide, ... There is scarcely a single one of our acts from that time which we would not prefer to abolish later on. But all we should lament is the loss of the spontaneity that urged them upon us. In later life, we see things with a more practical eye, one we share with the rest of society; but adolescence was the only time when we ever learned anything.

- Marcel Proust

Don't laugh at a youth for his affectations; he is only trying on one face after another to find his own.

- Logan Pearsall Smith

Age is foolish and forgetful when it underestimates youth.

-J.K. Rowling, Harry Potter and the Half-Blood Prince, 2005

Adolescence is a time of change, often conceptualized as a period of rebellion, instability, and emotional turmoil. This course will evaluate the validity of this conceptualization. We will focus on theory and research related to biological, cognitive, and social development during adolescence, within the contexts of family, schools, peer groups, communities, and socio-cultural contexts.  We will explore these topics through various lenses, using both recent empirical research and contemporary film and literature. Specific topics may include: puberty, cognitive development, self and identity, family and peer relationships, health and risk-taking behaviors.

**PY 391-006**

**Title: Behavioral Pharmacology**

**Craig Cummings, Ph.D.**

**Description:** Broadly defined, the goal of this course is to develop a general understanding of behavioral pharmacology and its role in the world. While learning some of the basic tenants of behavioral pharmacology we will also learn of the many applications the field has on our day-to-day lives as well as its application on a societal level. We will also learn how to read and interpret scientific literature as well as how to be intelligent consumers of information.

This course is designated as a writing course (W). Half of the overall grade in the course is based on writing assignments. Therefore, writing proficiency is required for a passing grade in this course. a student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.