Summer 2021

PY 391: Junior Seminars

-050: The Illusion of Objectivity (Dr. Alexa Tullet)

- (Summer I: 5/25 - 6/23) MTWRF, 12:00 - 1:45 PM
- We often feel like we can see the world objectively. Several lines of psychological research, however, demonstrate that this is an illusion. In this course we will begin by learning about the aspects of human thought that create this illusion of objectivity. Then, we will examine four domains in which it operates: politics, racism, morality, and individualism. Finally, we will examine the way in which this illusion is at play in a field that is ostensibly rooted in objectivity – psychological science. Assignments will focus on critical thinking about research findings and applying knowledge in writing assignments.

-051: Drugs & Behavior (Dr. Craig Cummings)

- (Summer I: 5/25 - 6/23) MTWRF, 10:00 - 11:45 AM
- 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 tenets 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.

PY 491: Senior Seminars

-050: Children’s & Adolescents’ Experiences w/ Peers (Dr. Jeff Parker)

- (Summer I: 5/25 - 6/23) MTWRF, 10:00 - 11:45 AM
- This seminar for advanced undergraduates considers how friendships and other forms of peer experience contribute to children’s social, emotional, and cognitive growth, and ability to cope with stress. Among the most important skills that children must acquire are those that allow them to participate effectively and responsibly in personal relationships with age mates. In this course, we also explore these skills and what social scientists understand about how these develop. We explore what it means to be well adjusted with peers and the social tasks children and adolescents face. Finally, we explore bullying in school as an important contemporary issue that has been receiving greater attention. This is a 3-credit course that can be used as credits toward the Psychology major and fulfills the Departmental senior seminar requirement and the College writing requirement.

-100: Environmental Psychology (Dr. Bev Roskos)

- (Summer II: 6/29 - 7/28) MTWRF, 12:00 - 1:45 PM
- Environmental Psychology, otherwise known as Environment and Behavior, is the study of interactions between humans and both built and natural environments. In this seminar we will focus on humans as information processors (perceiving, knowing, anticipating) and examine how we impact and are impacted by our environment. We will address questions such as, what are our preferred environments? Which environments do we function best in? How does the environment affect our physical and mental health? How and why should we make the relationship between humans and the environment better? Environmental Psychology is interdisciplinary—you will be surprised by the fields from which we draw research!
Fall 2021

PY 391: Junior Seminars

-001: Drugs & Behavior (Dr. Craig Cummings)
  - Mondays & Wednesdays, 1:00 - 2:15 PM
  - 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 tenets 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.

-002: Child/Adolescent Forensic Psychology (Dr. Randy Salekin)
  - Tuesdays & Thursdays, 12:30 PM - 1:45 PM
  - Child and adolescent clinical psychologists with a forensic focus are often consulted by criminal courts and the juvenile justice system regarding a variety of child and adolescent evaluations and issues including (a) disposition evaluations (what to do with youth when they come into contact with the law), (b) transfer to adult criminal court evaluations, (c) competency to stand trial evaluations, (d) malingering and deception considerations, (e) custody evaluations, and (f) the ability of children to testify accurately in court. Although psychologists have offered their expertise on children to the courts for many years, serious violent crime among youth and other problems within the family, and wider community systems, have resulted in increased use of psychological evaluation and testimony by the courts. The rationale for the use of this testimony is the notion that psychological testimony will provide pertinent information that will ultimately guide the court in its decision-making regarding the best interests of the child, the community, and society. This seminar will examine various types of assessments for the courts and briefly discuss the treatment of young individuals who come into contact with the law. The seminar will delve into important topics like developmental maturity and how it affects numerous aspects of the evaluation and treatment process.

-003: Health Disparities: Social & Psych Processes of Patterns of Health & Disease (Dr. Jenny Cundiff)
  - Mondays, 9:00 AM - 12:00 PM
  - This seminar will explore current theory and evidence concerning how and why marginalized and non-marginalized social groups sometimes differ in terms of mental and physical health. We will focus most on differences in health associated with race and socioeconomic status (money, education, occupation) in the United States, and we will take a close look at psychological, biological, and behavioral stress pathways thought to contribute to these differences.

-004: Health Disparities: Social & Psych Processes of Patterns of Health & Disease (Dr. Jenny Cundiff)
  - Mondays, 2:00 PM - 5:00 PM
  - This seminar will explore current theory and evidence concerning how and why marginalized and non-marginalized social groups sometimes differ in terms of mental and physical health. We will focus most on differences in health associated with race and socioeconomic status (money, education, occupation) in the United States, and we will take a close look at psychological, biological, and behavioral stress pathways thought to contribute to these differences.
-005: Unconscious Processing: Implicit Bias (Dr. Allison Scrivner)

- Tuesdays & Thursdays, 11:00 AM - 12:15 PM

- This course covers racial, athletic, gender, age, obesity, disability, and mental health bias. We will also review and discuss research on how to overcome implicit bias. Students will ponder the importance of the unconscious choices we make and their impact on everyday life.

-006: Psychology & Sleep Health (Dr. Heather Gunn)

- Mondays 2:00 PM - 4:30 PM

- We will study typical sleep and atypical sleep from a psychological and behavioral medicine perspective. Students will learn how various components of sleep relate to health and about internal circadian rhythms (e.g., night owl versus morning lark). We will study sleep across the lifespan, including a special focus on sleep in college students and how it relates to performance and health. As a designated "W" course, we will also focus on written and verbal communication skills. Writing proficiency within this discipline is required for a passing grade in this course.

-007: Child Psychopathology (Dr. Bob Lyman)

- Monday & Wednesday, 11:00 AM - 12:15 PM

- 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 491: Senior Seminars

-001: Child/Adolescent Forensic Psychology (Dr. Randy Salekin)

- Tuesdays & Thursdays, 2:00 - 3:15 PM

- Child and adolescent clinical psychologists with a forensic focus are often consulted by criminal courts and the juvenile justice system regarding a variety of child and adolescent evaluations and issues including (a) disposition evaluations (what to do with youth when they come into contact with the law), (b) transfer to adult criminal court evaluations, (c) competency to stand trial evaluations, (d) malingering and deception considerations, (e) custody evaluations, and (f) the ability of children to testify accurately in court. Although psychologists have offered their expertise on children to the courts for many years, serious violent crime among youth and other problems within the family, and wider community systems, have resulted in increased use of psychological evaluation and testimony by the courts. The rationale for the use of this testimony is the notion that psychological testimony will provide pertinent information that will ultimately guide the court in its decision-making regarding the best interests of the child, the community, and society. This seminar will examine various types of assessments for the courts and briefly discuss the treatment of young individuals who come into contact with the law. The seminar will delve into important topics like developmental maturity and how it affects numerous aspects of the evaluation and treatment process.
-002: Children’s & Adolescents’ Experiences w/ Peers (Dr. Jeff Parker)

- Tuesdays & Thursdays, 12:30 PM - 1:45 PM
- This seminar for advanced undergraduates considers how friendships and other forms of peer experience contribute to children's social, emotional, and cognitive growth, and ability to cope with stress. Among the most important skills that children must acquire are those that allow them to participate effectively and responsibly in personal relationships with age mates. In this course, we also explore these skills and what social scientists understand about how these develop. We explore what it means to be well adjusted with peers and the social tasks children and adolescents face. Finally, we explore bullying in school as an important contemporary issue that has been receiving greater attention. This is a 3-credit course that can be used as credits toward the Psychology major and fulfills the Departmental senior seminar requirement and the College writing requirement.

-003: Child Psychopathology w/ Emphasis on Autism Spectrum Disorder (Dr. Laura Stoppelbein)

- Mondays 2:00 PM - 4:30 PM
- The course will focus on learning about the etiological, risk factors, and outcomes associated with different types of childhood psychopathology as well as information on evidenced-based treatments for these disorders.

-005: Mental Health Issues & The Law (Dr. Karen Salekin)

- Wednesdays, 9:00 AM - 11:30 AM
- The purpose of this course is to introduce students to the topics relevant to the interplay between mental health issues and the criminal justice system. The course will focus on issues related to criminal justice, but will also cover two topics that are outside of this realm: (1) civil commitment and (2) physician assisted suicide. Psychologists who work within the legal system can assume a number of roles that include, but are not limited to, social scientists, consultants, and expert witnesses. The information in this class pertains mostly to clinical forensic psychology, but other topics are included. Information provided via lecture and reading will provide the student with a broad understanding of the interplay between mental health issues and the legal system, as well as an understanding of the evolving nature of laws that result from this interplay.

-006: Cognitive Neuroscience of Episodic Memory (Dr. Ian McDonough)

- Thursdays, 12:00 PM - 2:30 PM
- This course will take a cognitive and neuroscience approach to explore the topic of episodic memory in the context of normal adults, aging, and Alzheimer’s disease. The rst third of the class will review the theoretical background of episodic memory and an introduction to the brain. The second third will focus on the neural correlates of the three primary stages of episodic memory: encoding, consolidation, and retrieval. The last third of the class will focus on how episodic memory and its neural correlates differ in old age and with Alzheimer’s disease. Because of the advanced nature of the class, it is strongly encouraged to have previously taken Learning and Cognition, Intro to Cognitive Neuroscience, and/or the Biological Bases of Psychology. This course has a writing (W) designation and writing prociency within this discipline is required for a passing grade in this course.
-007: Behavioral Pharmacology (Dr. Craig Cummings)

- Mondays & Wednesdays, 10:00 AM - 11:15 AM

- 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 tenets 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.

-008: Sleep & Health (Dr. Matt Cribbet)

- Tuesdays & Thursdays, 11:00 AM - 12:15 PM

- This seminar-based course will take an interdisciplinary approach to the topic of sleep and health. Writing (W-designated) Course: In this course, writing will be graded, commented upon and will become part of the assigned grade. Students who do not write with the skill normally required for an upper division student in Psychology will not be given a passing grade, no matter how well they perform on other course requirements. Students who receive a failing writing grade average will fail the class, regardless of their final grade in the class. Students are to work individually on writing assignments. Group writing assignments or group reports are not appropriate for this course.