

Spring 2023

PY 391: Junior Seminars

-001: Child and Adolescent Psychopathy: An examination of Grandiose-Manipulative, Callous-Unemotional, and Daring Impulsive Traits (Dr. Randy Salekin)

- Tuesdays & Thursdays, 9:30 AM - 10:45 AM
- 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 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.

-002: Parenting (Dr. Gayle Faught)

- Wednesdays, 5:00 PM - 7:30 PM
- The goal of this course is to provide an overview of current research on parenting practices across the lifespan. It will cover topics from pregnancy to positive parenting strategies to adults caring for their aging parents. It will also consider the diversity of parenting practices across culture, children's abilities, and varied family structures. This course will facilitate discussion of the most influential and current research on parenting. You will read peer-reviewed journal articles, discuss implications of the research in class, and synthesize this research in a series of reaction papers. You will further advance your communication skills by creating and presenting an infographic geared toward promoting positive parenting practices in the community.

-003: Psychology of Diversity (Dr. David Hollingsworth)

- Thursdays, 5:30 PM - 8:00 PM
- Diversity is an important and enriching factor in all our lives. This course will examine various aspects of diversity (e.g., discrimination, stereotypes, racism, sexism, sexuality, gender identity, obesity, ageism, stigma) and how these aspects interact with each other. The relationships between these aspects and mental health will also be discussed. After developing an initial understanding of issues, we will discuss methods of responding to social inequality and explore areas of specific interests of students through student-led presentations and discussions.

-004: Bringing Art to Life (Dr. Daniel Potts)

- Class Time: Tuesdays, 5:30 PM - 8:00 PM (will only meet for 1.5 hour of class time)
- REQUIRED Service Component: Fridays, 10:00 AM - 11:30 AM
- INSTRUCTOR PERMISSION REQUIRED: Email Dr. Daniel Potts (dcpotts@alan.ua.edu)
- Bringing Art to Life (BATL) is an experiential seminar course offered in collaboration with Cognitive Dynamics Foundation. The purpose and goals of BATL are to improve quality of life for persons living with Alzheimer's disease and other dementias and their families and care partners through art therapy and life story preservation, to teach students about Alzheimer's/dementia and person-centered care and the development of empathy for those living with cognitive impairment, to enhance students' understanding of the art of storytelling and life story preservation, and to promote intergenerational relationships through this novel service learning model. A trained art therapist will conduct a series of therapy sessions with clients at an adult day center and students over a period of eight to ten weeks. Students will document the sessions, interview family and friends of the participants, and collect memorabilia for the creation of life story projects that will be presented at a celebratory event at the end of the semester. In class, students will learn the neuroscience and impact of dementia, person-centered caregiving and communication techniques, the theory and practice of art therapy, and other topics, with learning supplemented by reading and media materials. Weekly writing assignments will enable students to process and reflect, promoting self-knowledge and growth.

-005: Social Inequality, Crime, & Justice (Dr. Jenni Cox)

- Mondays & Wednesdays, 11:00 AM - 12:15 PM
- This seminar will explore the relationship between social inequality and the criminal legal system. We will examine how race/ethnicity, gender, socioeconomic status, and medical/mental health status influence (and are influenced by) every step of the criminal legal process. We will also examine how the current cultural climate (i.e., politics, media) influences our interpretation of scientific data, the criminal legal process, and public policy.

-006: Implicit Bias (Dr. Allison Scrivner)

- Mondays & Wednesdays, 2:00 - 3:15 PM
- Racial, gender, obesity, and age bias in sports, hiring, and medical decisions. Topics include: the portrayal of the African American quarterback in the NFL, female bodybuilders, the stigma of mental illness, disability bias in hiring, and ways to help decrease implicit bias. What are the design flaws of the Implicit Association Test? How is the Black quarterback described differently than the White quarterback? Is there a stigma of mental health in the medical industry? Is that stigma changing? Why are female athletes viewed differently in 'masculine' sports? Do young or older workers face the most bias in hiring? What's the most effective way to impact implicit bias?

PY 491: Senior Seminars

-001: 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.

-002: Psychology & Sleep Health (Dr. Heather Gunn)

- Tuesdays, 9:00 AM - 11:30 AM
- 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.

-003: Child and Adolescent Psychopathy: An examination of Grandiose-Manipulative, Callous-Unemotional, and Daring Impulsive Traits (Dr. Randy Salekin)

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

-004: Psychology of Adulthood & Aging (Dr. Sheila Black)

- Mondays, 3:00 PM - 5:30 PM
- This course will focus on adult development from an interdisciplinary perspective and will cover issues such as caregiving, age-related changes in cognitive processes, and institutionalization. Because this class is a seminar, there will be considerable class discussion of major issues related to adult development. Because this course has a "W" designation, students must demonstrate proficiency in writing in order to receive a passing grade in this course.

-005: 5 Lenses: Explorations in Behavior from Multiple Perspectives (Dr. Lynn Snow)

- Wednesdays, 5:00 PM - 7:30 PM
- A photographer needs multiple lenses to skillfully convey her vision of reality to her audience. Similarly, for a wise and productive life, everyone, regardless of specialization, needs skillfulness in applying multiple lenses, or perspectives, to their major endeavors. In this class we will use readings, dialogue, direct experience, and project applications to examine the boundaries and interconnections of five perspectives and how to flexibly move among the five lenses in one's professional and whole life endeavors. This class will include regular experiential exercises in applications of critical thinking techniques, scientific writing, and mindfulness. The 5 lenses that will be examined form the acronym BEAMS: **B**usiness, **E**thics/religion/spirituality, **A**rts, **M**eta-discipline (i.e., Philosophy), **S**cience.

-006: Child Psychopathology (Dr. Robert Lyman)

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

-007: Motor Development in Infancy & Childhood (Dr. Kelsey West)

- Mondays, 2:00 PM - 4:30 PM
- In this course, we will discuss theory and research on motor development from infancy through childhood, focusing on three themes: (1) Infants' motor development is shaped by their everyday experiences and environments—which can include everything from the time of year they were born, to the number of rooms in their home. (2) Motor skills develop within (and are influenced by) a broader cultural landscape. Cross-national trends in childrearing, geography, and societal expectations about when infants “should” master motor skills all influence motor learning; 3). New motor skills—like learning to hold objects, sit upright, or walk—create new opportunities for infants and children to interact with and learn about the world around them.