

**Argosy University**  
**Course Syllabus PP7040**  
**Cognition and Affective Processes**  
**Spring 2009**

**Faculty Information:**

**Faculty Name: F. Myron Hays, Ph.D.**

**Campus: San Francisco Bay Area**

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**Office Hours: Wednesday and By Appointment Only**

**Short Faculty Biography:**

F. Myron Hays, Ph.D., holds both undergraduate and graduate degrees in the basic sciences (both biology and biochemistry) with applications in human neurology, memory and learning. He also has graduate training in education. He has longstanding special interest in the ways that genetic factors underlie behavior and influence functioning. In addition to the background and research in the basic sciences he has researched the ways people reason in high risk situations and during emotional crises. He received his degree in Clinical Psychology from the Pacific Graduate School of Psychology, with specialty training in Clinical Neuropsychology. He is a licensed psychologist in the State of California (PSY17492) and is Central Bay Post-Doctoral Training Consortium co-director at Kaiser Permanente. His clinical and research foci are supervision and crisis management as well as the cognitive and emotional processes that precede behavioral emergencies. He completed his APA internship at Pine Rest in Grand Rapids and his post-doctoral training in rehabilitation and clinical psychology at Shasta County Mental Health. He also has a special interest in the psychology of religious experience and holds a graduate degree in theology. He is a member of the American Psychological Association as well as Divisions 12 (Clinical), 22 (Rehabilitation), 38 (Religion), 40 (Neuropsychology) and 44 (Gay and Lesbian Issues) and the California Psychological Association.

**Course Description:**

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Clinical applications are emphasized throughout the course.

**Program Outcomes:**

**Goal 3: To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice.**

**Objective a:** Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning.

**Competency:** Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning including the following:

## **Course Objectives:**

By the time students complete this course they will be able to:

1. Explain the theories, approaches and research methods in cognitive science.
2. Explain the theories and research evidence on pattern recognition.
3. Describe the theories and research evidence associated with different aspects of attention
4. Identify the cognitive/affective processes associated with selected psychiatric disorders.
5. Identify and explain the theories and research evidence associated with short term/working memory.
6. Describe the theories and research evidence about long term memory.
7. Explain the brain regions, theoretical concepts and research evidence for the interactions that occur in long term memory.
8. Demonstrate an ability to apply theoretical models of cognitive development to moral and ethical dilemmas.
9. Discuss the influence of cultural context on cognitive and emotional development.
10. Identify brain regions, theories, and research evidence for organization and processing associated with human language, disorders associated with impaired language abilities and links between emotions and language.
11. Describe theories and research about reasoning and decision making.
12. Describe theories and research evidence about problem solving.
13. Describe the biology of emotion and stress.
14. Define and provide research evidence for theories of emotional processing such as cognitive appraisal theory of emotions, mood-congruent memories and judgments, social contagion of emotions and affect perseverance.

## **Required Texts:**

Rottenberg, Jonathan & Johnson, Sheri L., eds. (2007). *Emotion and Psychopathology: Bridging Affective and Clinical Science*. Washington, DC:APA Books  
(Listed below as “Emotion.”)

Wenzel, Amy & Rubin, David, eds. (2004) *Cognitive Methods and Their Application to Clinical Research*. Washington, DC: APA Books  
(Listed Below as “Cognitive.”)

## **Additional Required and Supplemental Readings:**

*A reader will be available for purchase at Copy Central 1553 Solano Ave in Berkeley.*  
*Articles marked with a “\*” below will be available in the “Supplemental Reader”*

\*Avantis, S.K. & Margolin, A. (2004). Development of spiritual self-schema (3-S) therapy for the treatment of addictive and HIV risk behavior: A convergence of cognitive and Buddhist psychology. *Journal of Psychotherapy Integration*, 14(3), 253-289.

\*Bar-Haim, Y., Lamy, D., Pergamin, L., Bakermans-Kranenburg, M.J. & IJzendoorn, M.H. (2007). Threat-related attentional bias in anxious and non-anxious individuals: A meta-analytic study. *Psychological Bulletin*, 133(1), 1-24.

- \*Barsky, A. & Kaplan, S. A. (2007). If you feel bad, it's unfair: A qualitative synthesis of affect and organizational justice perceptions. *Journal of Applied Psychology*, 92(1), 286-295.
- \*Batum, P. & Yagmurlu, B. (2007). What counts in externalizing behaviors? The contributions of emotion and behavior regulation. *Current Psychology: Developmental, Learning, Personality, Social*, 25(4), 272-294.
- \*Bohannin, J.N., Gratz, S. & Cross, V.S. (2007). The effects of affect and input source on flashbulb memories. *Applied Cognitive Psychology*, 21, 1023-1036.
- \*Brown, N., Williams, R.L., Barker, E.T. & Galambos, N.L. (2007). Estimating frequencies of emotions and actions: A web-based diary study. *Applied Cognitive Psychology*, 21, 259-276.
- Campbell-Sills, L. Barlow, D., Brown, T. A., & Hofmann, S. G. (2006). Acceptability and suppression of negative emotion in anxiety and mood disorders. *Emotion*, 6(4), 587-595.
- Cheah, C.S.L. & Rubin, K.H. (2004). European American and Mainland Chinese mothers' responses to aggression and social withdrawal in preschoolers. *International Journal of Behavioral Development*, 28(1), 83-94.
- \*Chida, Y. & Hamer, M. (2008). Chronic psychological factors and acute physiological responses to laboratory-induced stress in healthy populations: A Quantitative review of 30 years of investigations. *Psychological Bulletin*, 134(6), 829-885.
- Cislea, J.A. & Roberts, J.E. (2007). Rumination, negative cognition, and their interactive effects on depressed mood. *Emotion*, 7(3), 555-565.
- \*Cohen, D., Nisbett, R.M., Bowdle, B.F. & Schwartz, N. (1996). Insult, aggression and the Southern culture of honor: An "experimental ethnography". *Journal of Personality and Social Psychology*, 70(5), 945-960.
- Consedine, N.S., Magai, C., Kudadjie-Gyamfi, E.K., Longfellow, J.K., Ungar, T.M. & King, A.R. (2006). Stress and discrete negative emotions in the prediction of physical complaints: Does predictive utility vary across ethnic groups? *Cultural Diversity and Ethnic Minority Psychology*, 12(3), 541-557.
- Conway, L., Thoemmes, F., Allison, A.M., Towgood, K.H., Wagner, M.J., Davey, K. et al. (2008). Two ways to be complex and why they matter: Implications for attitude strength and lying. *Journal of Personality and Social Psychology*, 95(5), 1029-1044.
- \*Doumas, L.A.A., Hummel, J.E. & Sandhoffer, C. M. (2008). A theory of the discovery and the prediction of relational concepts. *Psychological Review*, 115(1), 1-43.
- \*Dowd, E.T. (2006). What changes in cognitive therapy? The role of tacit knowledge of structures. *Journal of Cognitive and Behavioral Psychotherapies* 6(2), 141-148.

Dunn, E.W., Biesanz, J.C., Human, L.J. & Finn, S. (2007). Misunderstanding the affective consequences of everyday social interactions: The hidden benefit of putting one's best face forward. *Journal of Personality and Social Psychology*, 92(6), 990-1025.

Eastwick, P.W. & Finkel, E.J. (2008). Sex differences in mate preferences revisited: Do people know what they initially desire in a romantic partner? *Journal of Personality and Social Psychology*, 94(2), 245-264.

Elfenbein, H.A. & Ambady, N. (2002). On the universality and cultural specificity of emotion recognition: A meta-analysis. *Psychological Bulletin*, 128(2), 203-235.

Fischer, P., Greitmeyer, T. & Frey, D. (2008). Self-regulation and selective exposure: The impact of depleted self-regulation resources on confirmatory information processing. *Journal of Personality and Social Psychology*, 94(3), 382-395.

\*Forgas, J. (2002). Feeling and doing: Affective influences on interpersonal behavior. *Psychological Inquiry*, 13(1), 1-28.

\*Gall, T.L., Charbonneau, C., Clarke, N.H., Grant, K., Joseph, A. & Shouldice, L. (2005). Understanding the nature and role of spirituality in relation to coping and health: A conceptual framework. *Canadian Psychology*, 42(6), 88-104.

\*Garcia, A.E. & Ostrosky-Solis, F. (2006). From morality to moral emotions. *International Journal of Psychology*, 41(5), 348-354.

Gill, M.J. & Swann, W. B., Jr. (2004). On what it means to know someone: A matter of pragmatics. *Journal of Personality and Social Psychology*, 86(3), 405-418.

\*Gilstrap, L. & Papierno, P.P. (2004). Is the cart pushing the horse? The effects of child characteristics on children's and adults' interview behaviours. *Applied Cognitive Psychology*, 18, 1059-1078.

Goldsmith, H.H. & Davidson, R. J. (2004). Disambiguating the components of emotion regulation. *Child Development*, 75(2), 361-365.

\*Gontier, N. (2008). Genes, brains and language: An epistemological examination of how genes can underlie human cognitive behavior. *Review of General Psychology*, 12(2), 170-180.

Gonzaga, G.C., Turner, R.A., Keltner, D., Campos, B. & Altemus, M. (2006). Romantic love and sexual desire in close relationships. *Emotion*, 6(2), 163-179.

Gonzalez-Vallejo, C., Lassiter, G.D., Belleza, F.S. & Lindberg, M.J. (2008). "Save angels perhaps": A critical examination of unconscious thought theory and the deliberation-without-attention effect. *Review of General Psychology*, 12(3), 282-296.

Granqvist, P., Ivarsson, T., Broberg, A.G. & Hagekull, B. (2007). Examining relations among attachment, religiosity, and new age spirituality using the Adult Attachment Interview. *Developmental Psychology, 43*(3), 590-601.

\*Gratz, K. (2007). Targeting emotional dysregulation in the treatment of self-injury. *Journal of Clinical Psychology: In Session, 63*(11), 1091-1103.

Grawwitsch, M.J., Granda, S.E. & Barber, L.K. (2008). Do prospective workday appraisals influence end-of-workday affect and self monitored performance? *Journal of Occupational and Health Psychology, 13*(4), 331-344.

\*Hoffman, W., Gschwendner, T., Friese, M., Wiers, R.W. & Schmitt, M. (2008). Working memory capacity and self-regulatory behavior: Toward and individual differences perspective on behavior determination by automatic and controlled processes. *Journal of Personality and Social Psychology, 95*(4), 962-977.

\*Hubner, D.E. (2008). Immediate priming and cognitive aftereffects. *Journal of Experimental Psychology: General, 137*(2), 324-347.

Jackson, B., Kubzansky, L.D. & Wright, R. (2006). Linking perceived unfairness to physical health: The perceived unfairness model. *Review of General Psychology, 10*(1), 21-40.

\*Johnson, R.E, Chang, C. & Lord, R. (2006). Moving from cognition to behavior: What the research says. *Psychological Bulletin, 132*(3), 381-415.

Jonas, E. & Fischer, P. (2006). Terror management and religion: Evidence that intrinsic religiousness mitigates worldview defense following morality salience. *Journal of Personality and Social Psychology, 91*(3), 553-567.

\*Kaslow, F. (2004). Death of One's Partner: The anticipation and the reality. *Professional Psychology: Research and Practice, 35*(3), 227-223.

Kiesling, C., Sorell, G., Montgomery, M.M. & Colwell, R.K. (2008). Identity and spirituality: A psychosocial exploration of the sense of spiritual self. *Psychology of Religion and Spirituality, 5*(1), 50-62.

King, L.A., Hicks, J.A., Krull, J.L. & DelGaiso, A.K. (2006). Positive affect and the experience of meaning in life. *Journal of Personality and Social Psychology, 90*(1), 179-186.

Knee, C.R., Canevello, A., Bush, A.L. & Cook, A. (2008). Relationship-contingent self-esteem and the ups and downs of romantic relationships. *Journal of Personality and Social Psychology, 95*(3), 608-627.

\*Knez, I. & Hygge, S. (2002). Irrelevant speech and indoor lighting: Effects on cognitive performance and self-reported affect. *Applied Cognitive Psychology, 16*, 709-718.

Koo, M., Algoe, S., Wilson, T.D. & Gilbert, D.T. (2008). It's a wonderful life: Mentally subtracting positive events improves people's affective states, contrary to their affective forecasts. *Journal of Personality and Social Psychology*, 95(5), 1217-1224.

Lemhofer, K., Dijkstra, T., Schriefers, H., Baayen, R. H., Grainger, J. & Zwisterlood, P. (2008). Native language influences on word recognition in a second language: A megastudy. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34(1), 12-31.

\*Lerner, J.S., Small, D.A. & Lowenstein, G. (2004). Heart strings and purse strings: Carryover effects of emotions on economic decisions. *Psychological Science*, 15(5), 337-341.

\*Levens, S.M. & Phelps, E.A. (2008). Emotion processing effects on interference resolution in working memory. *Emotion*, 8(2), 267-280.

\*Levine, L. J. & Safer, M. A. (2002). Sources of bias in memory for emotions. *Current Directions in Psychological Science*, 11(5), 169-173.

Lewis-Coles, M.E.L. & Constantine, M.G. (2006). Racism-related stress, Africultural coping, and religious problem-solving among African-Americans. *Cultural Diversity and Ethnic Minority Psychology*, 12(3), 433-443.

Lindquist, K.A., Barrett, L.F., Bliss-Moreau, E. & Russell, J. (2006). Language and the perception of emotion. *Emotion*, 6(1), 125-138.

Lonigan, C.L., Vasey, M.W., Phillips, B.M. & Hazen, R.A. (2004). Temperament, anxiety and the processing of threat-relevant stimuli. *Journal of Clinical Child and Adolescent Psychology*, 33(1), 8-20.

\*Lucas, R.E. & Baird, B.M. (2004). Extraversion and emotional reactivity. *Journal of Personality and Social Psychology*, 86(3), 473-485.

\*Lyubomirsky, S., King, L. & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855.

\*Mackay, N. & Barrowclough. (2005). Accident and emergency staff's perceptions of deliberate self-harm: Attributions, emotions and willingness to help. *British Journal of Clinical Psychology*, 44, 255-267

\*Meier, B., Robinson, M.D., Crawford, L.E. & Ahlvers, W.J. (2007). When "light" and "dark" thoughts become light and dark responses: Affect biases brightness judgments. *Emotion*, 7(2), 366-376.

Metzger RL., Warren AR., Shelton JT., Price J., Reed AW. & Williams D. (2008). Do children "DRM" like adults? False memory production in children. *Developmental Psychology*, 44(1),169-81.

Michie, S., O'Connor, D. O., Bath, J., Giles, M. & Earll, L. (2005). Cardiac rehabilitation: The psychological behaviours that predict outcome and healthy behaviour. *Psychology, Health and Medicine*, 10(1), 88-95.

Minnema, M.T. & Knowlton, B.J. (2008). Directed forgetting of emotional words. *Emotion*, 8(5), 643-652.

\*Mor, N. & Winquest, J. (2002). Self-focused attention and negative affect: A meta-analysis. *Psychological Bulletin*, 128(4), 638-662.

\*Murphy, P.E., Ciarrocchi, J.W., Piedmont, R.L., Cheston, S., Peyot, M., Fitchett, G. (2000). The relation of religious belief and practices, depression and hopelessness in persons with clinical depression. *Journal of Consulting and Clinical Psychology*, 68(6), 1102-1106.

\*Murray, S.L. & Holmes, J.G. (2006). Optimizing assurance: The risk regulation system in relationships. *Psychological Bulletin*, 132(5), 641-666.

O'Connor, D.B., Jones, F., Conner, M., McMillan, B. & Ferguson, E. (2008). Effects of daily hassles and eating style on eating behavior. *Health Psychology*, 27 (1 Supplement), S20-S31.

\*Overskeid, G. (2008). They should have thought about the consequences: The second chance for behavior analysis. *The Psychological Record*, 58, 131-151.

\*Oyserman, D. & Lee, S.W.L. (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin*, 134(2), 311-342.

Payne, B.K., McClernon, F.J. & Dobbins, I.G. (2007). Automatic affective responses to smoking cues. *Experimental and Clinical Psychopharmacology*, 15(4), 400-409.

\*Penke, L. & Asendorpf, J.B. (2008). Beyond global sociosexual orientations: A more differentiated look at sociosexuality and its effects on courtship and romantic relationships. *Journal of Personality and Social Psychology*, 95(5), 1113-1135.

\*Pronin, E., Fleming, J.J. & Steffel, M. (2008). Value revelations: Disclosure is in the eye of the beholder. *Journal of Personality and Social Psychology*, 95(4), 795-809.

\*Rasting, M. & Beutel, M. (2005). Dyadic affective interactive patterns in the intake interview as a predictor of outcome. *Psychotherapy Research*, 15(3), 188-198.

Redding, R.E., Herbert, J.D., Forman, E. M. & Gaudiano, B.A. (2008). Popular self-help books for anxiety, depression and trauma: How scientifically grounded are they? *Professional Psychology: Research and Practice*, 39(5), 537-545.

\*Reickmann, T.R., Wadsworth, M.E. & Deyhle, D.E. (2004) Cultural identity, explanatory style and depression in Navajo adolescents. *Cultural Diversity and Ethnic Minority Psychology*, 11(4), 365-382.

- Reyna, V. (2004). How people make decisions that involve risk: A dual process approach. *Current Directions in Psychological Science*, 13(2), 60-66.
- Richards, J.M. (2004). The cognitive consequences of concealing feelings. *Current Directions in Psychological Science*, 13(4), 131-134.
- Roberts, N.A. & Levenson, R.W. (2006). Subjective, behavioral and physiological reactivity to ethnically mismatched film clips. *Emotion*, 6(4), 635-646.
- \*Romano, V., Fitzpatrick, M. & Jazen, J. (2008). The secure base hypothesis: Global attachment, attachment to counselor and session exploration in psychotherapy. *Journal of Counseling Psychology*, 55(4), 495-504.
- Rudolph, U., Roesch, S.C., Greitmeyer & Weiner, B. (2004). A meta-analytic review of help giving and aggression from an attributional perspective: Contributions to a general theory of motivation. *Cognition and Emotion*, 18(6), 815-848.
- Rundmo, T. (2002). Association between affect and risk perception. *Journal of Risk Research*, 5(2), 119-135.
- \*Sadeh, N. & Verona, E. (2008). Psychopathic personality traits associated with abnormal selective attention and impaired cognitive control. *Neuropsychology*, 22(5), 669-680.
- \*Sander, D., Grandjean, D., Kaiser, S., Wehrle, T. & Scherer, K.R. (2007). Interaction effects of perceived gaze direction and dynamic facial expression: Evidence for appraisal theories of emotion. *European Journal of Cognitive Psychology*, 19(3), 470-480.
- \*Schyns, B. & Hansbrough, T. (2008). Why the brewery ran out of beer: The attribution of mistakes in a leadership context. *Social Psychology*, 39(3), 197-203.
- Shtulman, A. (2008). Variation in the anthropomorphization of supernatural beings and its implications for cognitive theories of religion. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34(5), 1123-1138.
- \*Silvia, P.J. (2005). Emotional response to art: From collation and arousal to cognition and emotion. *Review of General Psychology*, 9(4), 342-357.
- Slovic, P., Finucane, M.L., Peters, E. & MacGregor, D. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk and rationality. *Risk Analysis*, 24(2), 311-322.
- Smith, R.H. & Kee, S.H. (2007). Comprehending envy. *Psychological Bulletin*, 133(1), 46-64.
- Soto, J., Levenson, R.W., Ebling, R. (2005). Cultures of moderation and expression: Emotional experience, behavior, and physiology in Chinese Americans and Mexican Americans. *Emotion*, 5(2), 154-165.

\*Sporer, S. L. & Sharman, S. J. (2006). Should I believe this? Reality monitoring of accounts of self-experienced and invented recent and distant autobiographical events. *Applied Clinical Psychology, 20*, 837-854.

\*Sporer, S.L. & Schwandt, B. (2006). Paraverbal indicators of deception: A meta-analytic synthesis. *Applied Cognitive Psychology, 20*, 421-446.

\*Tiba, A. & Szentagotai, A. (2005). Positive emotions and irrational beliefs. Dysfunctional positive emotions in healthy individuals. *Journal of Cognitive and Behavioral Psychotherapies, 5*(1), 53-72.

\*Trice, P.D. & Bjorck, J.P. (2006). Pentecostal perspectives on causes and cures of depression. *Professional Psychology: Research and Practice, 37*(3), 283-294.

Tsai, J., Levenson, R.W. & McCoy, K. (2006). Cultural and temperamental variations in emotional response. *Emotion, 6*(3), 484-497.

Twenge, J. M., Baumeister, R. F., DeWall, C. N., Ciarocco, N.J. & Bartels, J.M. (2007). Social exclusion decreases pro-social behavior. *Journal of Personality and Social Psychology, 92*(1), 56-66.

Unkelbach, C., Fiedler, K., Bayer, M., Stegmüller, M. & Danner, D. (2008). Why positive information is processed faster: The density hypothesis. *Journal of Personality and Social Psychology, 95*(1), 36-49.

\*Verona, E. & Curtin, J.J. (2006). Gender differences in the negative affective priming of aggressive behavior. *Emotion, 6*(1), 115-124.

Wade, N., Johnson, C & Meyer, J. (2008). Understanding concerns about interventions to promote forgiveness: A review of the literature. *Psychotherapy: Theory, Research, Practice, Training, 45*(1), 88-102.

Wallace, D.S., Paulson, R.M., Lord, C.G., & Bond, C.F., Jr. (2005). Which behaviors do attitudes predict? Meta-analyzing the effects of social pressure and perceived difficulty. *Review of General Psychology, 9*(3), 214-227.

\*Wells, B.E. & Twenge, J. M. (2005). Changes in young people's sexual behavior and attitudes, 1943-1999: A cross-temporal meta-analysis. *Review of General Psychology, 9*(3), 249-261.

Wester, S.R., Pionke, D.R. & Vogel, D. L. (2005). Male gender role conflict, gay men, and same-sex sexual relationships. *Psychology of Men and Masculinity, 6*(3), 195-208.

Widschut, T., Sedikides, C., Arndt, J. & Routledge, C. (2006). Nostalgia: Content, triggers and function. *Journal of Personality and Social Psychology, 91*(5), 975-993.

\*Wiljinson, W. W. & Roys, A. C. (2005). The components of sexual orientation, religiosity, and heterosexual's impressions of gay men and lesbians. *The Journal of Social Psychology*, 145(1), 65-83.

Williams, D.C. & Levitt, H.M. (2007). A qualitative investigation of eminent therapists' values within psychotherapy: Developing principles for moment to moment psychotherapy practice. *Journal of Psychotherapy Integration*, 17(2), 159-184.

Wolfe, J.M., Reinecke, A. & Brawn, P. (2006). Why don't we see changes? The role of attentional bottlenecks and limited visual memory. *Visual Cognition*, 14, 749-780.

\*Yarhouse, M. & Tan, E.S.N. (2005). Addressing religious conflicts in adolescents who experience sexual identity confusion. *Professional Psychology: Research and Practice*, 36(5), 530-536.

\* *Supplemental readings are those that will be discussed in lecture, but have not been assigned as required readings in order to attempt to keep the cost of the readers more reasonable.*

### **Recommended Texts/Materials**

Golotti, Katheryn. (2008). *Cognitive Psychology in and out of the Laboratory*, Fourth Edition. NY: Wadsworth Publishers.

ISBN: 0-495-09963-5  
(also available as an e-text)

Surprenant, Francis, & Neath (2006). *CogLab On A CD (2.0)*. (2nd edition). NY: Wadsworth Publishing

ISBN-13 978-0-495-09064-9  
ISBN-10 0-495-09064-6

### **Course Assignments and Grading Criteria:**

This course approaches grading from a mastery perspective. Grading is not done on a curve or by assessing the student's performance in relative to a normative group. Students are expected to demonstrate a mastery of the material similar to that which would be expected by person's taking the Examination of Proficiency in Professional Psychology (the national examination required for all psychologists being licensed in the United States and most of Canada).

To this end, the student's grade will be determined by his/her performance on the final exam. The final exam will consist of 100 multiple choice questions and will be given on the last day of class. Questions on the exam will be taken directly from required readings, the required textbooks and/or lectures. Questions will be directly related to the course objectives listed above. Grading on the exam (and the student's grade on the course), will be based on the grading scale below.

However, in keeping with the general approach to grading, multiple supplementary assignments will be offered throughout the semester, and are listed at the end of the syllabus along with the points each one will earn, *points which will be added to the final examination score.*

Assignments are labeled "Supplementary Assignments" and are all designed to provide alternative ways of demonstrating one's mastery of the course material. All these assignments

are considered optional. Classroom time will not be allotted to any optional assignment. Due dates are also listed on each assignment. *No supplementary assignment will be accepted late except in cases of medical emergency and with a medical letter and are due at the beginning of class on the date listed.*

### Grading Scale

<b>class</b>	<b>A</b>	100 – 93
	<b>A-</b>	92 – 90
	<b>B+</b>	89 – 88
	<b>B</b>	87 – 83
	<b>B-</b>	82 – 80
	<b>C+</b>	79 – 78
	<b>C</b>	77 – 73
Do the single 1) At 2)	<b>C-</b>	72 – 70
	<b>F</b>	59 and below

### Supplemental Assignments due at beginning of each period

#### **Article Report (each article is worth one point)**

Complete the required readings for the week following for each required or supplemental article on a page:

the top of the page list your name, class, time and provide the reference in APA format.

Summarize 2 key ideas from the article readings.

3) Identify the article according to the classification system found in the preface to Nathan & Gardner's *A Guide to Treatments that Work* (2<sup>nd</sup> Edition).

4) List at one limitation of the article beyond any listed by the author(s).

### **Cog-Lab Exercises (each one is worth one point). Maximum of 20 points (Two lab exercises maximum per class meeting.)**

Complete an exercise as noted in the syllabus for the subject discussed.

Do the following on a single page:

- 1) At the top of the page list your name and class time
- 2) Describe the exercise in no more than two sentences.
- 3) Explain the concept illustrated by the experiment/exercise.
- 4) Answer the questions found in the manual about the exercise.

### **Research Paper (worth up to 15 points) Due March 11 (no extensions will be granted)**

**Topic:** Choose a single disorder listed in DSM-IV-TR. Describe the disorder's cognitive aspects, describe the disorder's affective aspects and describe the disorder's behavioral manifestations. Describe the way that the research in cognitive psychology and affective processes can be useful in understanding the disorder and how that understanding can influence treatment of the disorder. Your paper should include at least three articles from the class readings and at least three not included in the class readings.

#### **Grading will be as follows:**

Front page is in APA format: 1 point

Your name and class listed clearly on the first page: 1 point

Articles referenced in APA format: 1 point

Articles meet criteria above: 1 point

Articles not in class bibliography: 1 point per article up to 2 points

Articles in class bibliography in excess of the three required: 1 point per article up to 2 points

Turned in before due date: 1 point for every two weeks early up to 3 points total

Content: Up to 10 points

Paper is over 5 pages in length not counting cover page and references: 1 point off per page or part of page.

**Reflection Paper (One point per paper per topic listed below, maximum one paper per topic). One per class period only. Maximum length is two pages.**

Topics:

- a) Watch/listen to the inauguration coverage and the coverage of the first 100 days of the Obama presidency on a non-traditional or explicitly biased source (ie, PBS, BBC America, Univision, a Canadian network, FOX and so forth). Describe the way(s) that your understanding of the materials covered in this course impact your perception of the coverage
- b) Attend a cultural event. Describe the way in which the event has been designed to influence your cognitive and affective processes using the material discussed in class.
- c) Go on a walking tour of your neighborhood or the area where you are employed. Describe how the area is designed to focus your attention in certain direction and away from others. Pay attention to the architecture of the area. Describe how these aspects of the geography of the area are designed to impact your cognitive and affective reaction to the area.
- d) Be disabled for a day. Deprive yourself a sense or ability for 24 hours. Monitor how you react to the change in your perception and how you respond to the return of the sense or ability. Describe how the subjects presented in the class inform your reactions and how the experience might impact your interactions with clients
- e) Attend a religious service from your own or another background or tradition. Using all your senses describe the way(s) the setting is designed to change your cognitive or affective processes. Using the materials we have discussed in class and our readings, discuss how the setting and actions of the leader are informed (intentionally or not) by cognitive and affective psychology.

Do the following on a single page, in addition to the questions posed in the description:

- 1) At the top of the page list your name and class time
- 2) Describe the exercise/what you did in no more than two sentences.
- 3) Explain the concept(s) discussed in class that are illustrated by the exercise.
- 4) Describe what you learned from the exercise.

## **Assignment Table**

### **Week 1      January 14    Introduction, Review of Research and Brain Science**

#### Required Readings for Week 1 (Introduction):

Cognitive Introduction

Emotion Introduction, Chapter 1, 2, 3, and 4

Elfenbein & Ambady, 2002

#### Supplemental Readings

Gontier, 2008

Johnson, Chang & Lord, 2006

Levine & Safer, 2002

Meier, Robinson, Crawford & Ahlvers, 2007

Overskeid, 2008

Oyserman & Lee, 2008  
Sander, Grandjean, Kaiser, Wehrle & Scherer, 2007

Supplemental Text  
Chapter 1, 2 and 8

CogLab Exercise  
None

**Week 2      January 21    Language and Emotion**

Required Readings for Language

Emotion Chapter 1

Lindquist, Barrett, Bliss-Moreau & Russell, 2006  
Lemhofer, Dijkstra, Schriefers, Baayen, Grainger & Zwisterlood, 2008  
Minnema & Knowlton, 2008

Supplemental Readings  
Brown, Williams, Barker & Galambos, 2007

Supplemental Text  
Chapter 10

CogLab Exercise  
Any Speech and Language

**Week 3      January 28    Religious Beliefs, Ethics and Moral Reasoning**

Required Readings for Religion

Granqvist, Ivarsson, Broberg & Hagekull, 2007  
Jonas & Fischer, 2006  
Kiesling, Sorell, Montgomery & Colwell, 2008  
Shtulman, 2008  
Wade, Johnson & Meyer, 2008

Supplemental Readings  
Gall, Charbonneau, Clarke, Grant, Joseph & Shouldice, 2005  
Murphy, Ciarrocchi, Piedmont, Cheston, Peyot, Fitchett, 2000  
Trice & Bjorck, 2006  
Wilkinson & Roys, 2005  
Yarhouse & Tan, 2005

CogLab Exercise  
Any Perception

**Week 4      February 4    Interpersonal Relations and Therapy**

Required Readings for Interpersonal

Conway, Thommes, Allison, Towgood, Wagner, Davey, et al, 2008

Dunn, Biesanz, Human & Finn, 2007  
Roberts & Levinson, 2006  
Wallace, Paulson, Lord & Bond, 2005  
Williams & Levitt, 2007

Supplemental Readings

Barsky & Kaplan, 2007  
Forgas, 2002  
Gilstrap & Papierno, 2004  
Mackay & Barrowclough, 2005  
Pronin, Fleming & Steffel, 2008  
Rasting & Beutel, 2005  
Romano, Fitzpatrick & Jazen, 2008  
Schyns & Hansbrough, 2008

CogLab Exercise

Any Imagery

**Week 5      February 11    Romance, Love and Sexual Relations**

Required Readings for Romance

Eastwick & Finkel, 2008  
Gill & Swann, 2004  
Gonzaga, Turner, Keltner, Campos & Altemus, 2006  
Knee, Canvello, Bush & Cook, 2008  
Wester, Pionke & Vogel, 2005

Supplemental Readings

Kaslow, 2004  
Murray & Holmes, 2006  
Penke & Asendorpf, 2008  
Wells & Twenge, 2005

CogLab Exercise

Any Concepts

**Week 6      February 18    Learning**

Required Readings for Learning

Cognitive Chapter 10, 11 and 12  
Emotion Chapter 8  
Unkelbach, Fiedler, Bayer, Stegmuller & Danner, 2008

Supplemental Readings

Doumas, Hummel & Sandhoffer, 2008  
Hubner, 2008

Supplemental Text

## Chapter 7

### CogLab Exercise

Any Memory Processes

### **Week 7      February 25    Attention, Anxiety and Fear**

#### Required Readings for Attention

Cognitive Chapter 4, 5 and 6

Emotion Chapter 8 and 11

Campbell-Sills, Barlow, Brown & Hofmann, 2006

Gonzalez-Vallejo, Lassiter, Belleza & Lindberg, 2008

Lonigan, Vasey, Phillips & Hazen, 2004

Wolfe, Reinecke & Brawn, 2006

#### Supplemental Readings

BarHaim, Lamy, Pergamin, Bakermans-Kranenberg & IJzendoor, 2007

Mor & Winquest, 2002

#### Supplemental Text

Chapter 3 and 4

### CogLab Exercise

Any Attention

### **Week 8      March 4      Reasoning and Risk Assessment**

#### Required Readings for Reasoning

Cognitive Chapter 1, 2 and 3

Fischer, Greitmeyer & Frey, 2008

Reyna, 2004

Rundmo, 2002

Slovic, Finucane, Peters & MacGregor, 2004

#### Supplemental Readings

Lerner, Small & Lowenstein, 2004

Levens & Phelps, 2008

#### Supplemental Text

Chapter 11, 12 and 13

### CogLab Exercise

Any Judgment

### **Week 9      March 11      Explicit, Implicit and Autobiographical Memory**

#### Required Readings for Memory

Cognitive Chapter 7, 8, 9, 13, 14 and 15

Metzger, Warren, Shelton, Prioce, Reed & Williams, 2008

Widschut, Sedikides, Arndt & Routledge, 2006

Supplemental Readings

Bohannon, Gratz & Cross, 2007

Hoffman, Gschwender, Friese, Wiers & Schmitt, 2008

Sporer & Sharman, 2006

Supplemental Text

Chapter 5, 6 and 9

CogLab Exercise

Any Metamemory

**Week 10      March 18      Pro-social, Anti-Social and Interpersonal Behaviors**

Required Readings for Pro-social Behavior

Emotion Chapter 10

Cheah & Rubin, 2004

Rudolph, Roesch, Greitmeyer & Weiner, 2004

Smith & Kee, 2007

Twenge, Baumeister, DeWall, Ciarocco & Bartles, 2007

Supplemental Readings

Cohen, Nisbett, Bowdle & Schwartz, 1996

Garcia & Ostrosky, 2006

Sadeh & Verona, 2008

Sporer & Schwandt, 2006

Verona & Curtain, 2006

CogLab Exercise

Any Sensory Memory

**Week 11      March 25      Depression and Optimism**

Required Readings for Depression

Emotion Chapter 7 and 12

Cislea & Robert, 2007

Grawitch, Granda & Barber, 2008

King, Hicks, Krull & DelGaiso, 2006

Koo, Algoe, Wilson & Gilbert, 2008

Lewis-Coles & Constantein, 2006

Supplemental Readings

Lyubomirsky, Jing & Diener, 2005

Reickmann, Wadsworth & Deyhle, 2004

Tiba & Szentgotai, 2005

CogLab Exercise

Any Working Memory

**Week 12      April 1      Emotional Dysregulation in Bipolar, Psychotic, Axis II**

Required Readings Emotional Regulation

Emotion Chapters 5 and 6

Goldsmith & Davidson, 2004

Richards, 2004

Soto, Levenson & Ebling, 2005

Tsai, Levenson & McCoy, 2006

Supplemental Readings

Batum & Yagmurlu, 2007

Gratz, 2007

Lucas & Baird, 2004

CogLab Exercise

Any Short-Term Memory

**Week 13      April 8      Health Behaviors and Substance Use**

Required Readings Health

Emotion Chapter 9

Consedine, Magai, Kudadjie-Gyamfi, Longfellow, Unger & King, 2006

Jackson, Kubzansky & Wright, 2006

Michie, O'Connor, Bath, Giles & Earll, 2005

O'Connor, Jones, Conner, McMillan & Ferguson, 2008

Payne, McCleron & Dobbins, 2007

Supplemental Readings

Avantis & Margolin, 2004

Chida & Hamer, 2008

CogLab Exercise

Any Neurocognition

**Week 14      April 15      Applications in Other Settings/Catch-up**

Required Readings For Week 14 (Final Session)

Emotion Chapter 13 and Afterward

Redding, Herbert, Forman & Gaudino, 2008

Supplemental Readings

Dowd, 2006

Knez & Hygee, 2002

Silvia, 2005

Supplemental Text

Chapter 14, 15 and 16

## CogLab Exercise

None

**Week 15      April 22                      Final Exam**

### **Course Policies:**

Students are expected to be active participants in their own learning. Any student failing to complete the requirements of the class in timely manner will not receive a passing grade. Students who do not complete assignments by the due date will not receive credit for that assignment unless granted accommodations or presenting a statement from a health care provider indicating that the student was able to be in class for the assignment. If a medical excuse is provided, it is expected that the assignment will be turned in at the next class along with a copy of the note. In keeping with California law and HIPAA regulations, a medical diagnosis is not required for any medical note. Attendance will be taken and credit for the course will be impacted by attendance as required by program policy.

Students are expected to conduct themselves in a manner keeping with the American Psychological Association Ethic Code. Classroom participation is expected to aid the student in clarifying his/her understanding of the material. All classroom participation should be in keeping with professional respect for one's fellow students. The use of intentionally demeaning or intentional derogatory language will not be accepted or tolerated. However, as a learning community, it is expected that each student will bring her/his own background, education and experience to the classroom, and what may be perceived as problematic for one person may not be viewed so by another. Each student is expected to raise any concerns about the use of language to the attention of the other student or the professor the problem as soon as is reasonable.

### **Academic Policies:**

#### ***Library***

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism. Plagiarism, coping, representing another person's work as an independent project, failure to provide appropriate credit for the work of another person are all grounds for the student being given a failing grade in the class. Regardless of the severity of the violation, any intentional misrepresentation of any work completed in this class will result in the student receiving no credit for the assignment.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Disability and Diversity Issues:**

### **Disability**

Argosy University provides accommodations to qualified students with disabilities. The Disability Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting their success at Argosy University.

Argosy University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights and privileges of college services, programs and activities in compliance with The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Students who believe they are in need of accommodations should contact the Disability Services coordinator. If you have a concern or complaint in this regard, please contact the Student Services Department. Complaints will be handled in accordance with the Argosy University's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment.

In addition, this course attempts to comply with the APA statements regarding disabilities and Division 22 (Rehabilitation Psychology) guidelines and recommendations. Students with disability related needs are encouraged to contact the instructor as soon as possible to ensure that any accommodations that are needed are granted. Specific accommodations that are available to specific students will be determined on a case by case basis in compliance with ADA guidelines and State of California laws and regulations.

### **Commitment to Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

All students are encouraged to raise diversity related issues and comments as well as perspectives up in class instructions. Diversity in this context is taken to mean gender, race, ethnicity, religion, social background and any other characteristic which impacts the person and her/his psychological functioning.

Argosy University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion or any other characteristic protected by state, local or federal law, in our programs and activities. Each campus has designated a staff member to handle inquiries and coordinate individual campus compliance efforts regarding the nondiscrimination policy.